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ABSTRACT

This handbook is designed by teachers for teachers to share ideas and activities for celebrating the Martin Luther King holiday, as well as to teach students about other famous black leaders throughout the school year. The lesson plans and activities are presented for use in K-12 classrooms. Each lesson plan has a designated subject area, goals, behavioral objectives, materials and resources, suggested activities, and an evaluation. Many plans include student-related materials such as puzzles, songs, supplementary readings, program suggestions, and tests items. There is a separate section of general suggestions and projects for additional activities. The appendices include related materials drawn from other sources, a list of contributing school districts, and a list of contributors by grade level. (DJC)

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MARTIN LUTHER KING, JR.
HANDBOOK OF ACTIVITIES

I HAVE A DREAM

Race Desegregation Assistance Center
University of Pittsburgh
Pittsburgh, PA 15260

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MARTIN LUTHER KING, JR.
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Pittsburgh, PA 15260

FOREWORD

This Handbook of Activities is designed by teachers for teachers to share ideas and activities to celebrate the Martin Luther King holiday, as well as to teach students about other famous black leaders throughout the school year. The lesson and unit plan format was chosen since it provides all the necessary information to carry out educational activities, including examples of original materials created by teachers along with references to already-published materials. The suggested grade level and content emphases are listed at the top of each plan, although this does not preclude the adaptation of the plan for other grade levels. The contributions are in three categories:

1 - Elementary: contributions by teachers in K-5/6 schools
2 - Secondary: contributions by teachers in middle schools, junior high and senior high schools
3 - General Suggestions/Projects: ideas not in lesson-format but including activities and projects adaptable for specific grades, all-school or all-district use.

Appendices follow which include (A) related materials, (B) contributing school districts and (C) contributing educators. Wherever possible, original material was reprinted, and in some cases reprint permission was obtained for other relevant materials. When sources could not be identified, textbooks were cited, or reprint was not permitted, every effort was made to reference these items for easy accessibility. The Handbook is published in a 3-ring notebook style so that it may be placed in a binder and teachers may continue to add their own and other appropriate materials. We are deeply indebted to all who contributed and hope that this Handbook will serve as an on-going source for expanding and enriching our students' knowledge and understanding of great black leaders such as Martin Luther King, Jr.

Dr. Ogle Burks Duff, Director
Ms. Suzanne H. Bowman
Race Desegregation Assistance Center

ACKNOWLEDGEMENTS

A project such as this is never completed without the help of many people, and to all of these people we owe many thanks. The response to our original request for plans was overwhelming, and we thank each of the teachers whose creativity and expertise is evident in the innovative lessons and units included in this Handbook, and we wish to express gratitude to all who took time from their busy schedules to contribute. To all of the district superintendents, specialists and principals who distributed, reminded, collected, and forwarded the materials to us, we are deeply indebted. Gratitude is given to Rose Czerny, our word-processor, for her ability to read notes, and for her patience above all, but no less for her expertise and knowledge; to Leneeta Cooper, Theresa McCray and Earl Stockwell of the Race Desegregation Assistance Center staff, for the many hours of clerical work, "leg-work," and copying.

Thanks and acknowledgement to the authors and publishers who granted us permission to reprint materials:

Creative Teaching Press for "Rainbow Song"
Field Publications for American Revolution: Crisis of Law and Change: "Incident at Pettus Bridge"
Scholastic Publications for materials from Scholastic News 1/10/86 issue; "Martin Luther King, Jr.: Marching for Rights," 1/84 and "Skeeter," Scholastic Sprint, 1/15/85
Ruth Manier for the songs and music to "He Had a Dream," "Martin Luther King," "Oh, Sing of Martin," "Happy Birthday," and "Sing Out About Martin"
Tom Francigetto for "Test Your Knowledge About King"
The Detroit Public Schools for their packet of materials
The New York Department of Education for "Martin Luther King: A Lifelong Commitment"
The Pennsylvania Department of Education for their list of resources.

Many thanks to all from the editors, and a thanks by proxy from all the teachers who will have the opportunity to add to their repertoire of activities to celebrate the Martin Luther King holiday.

Dr. Ogle Burks Duff, Director
Ms. Suzanne H. Bowman
Race Desegregation Assistance Center

Ogle Burks Duff
Suzanne Bowman
Editors
First Printing: 9/87

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RACE DESEGREGATION ASSISTANCE CENTER

DIRECTOR:	**Dr. Ogle B. Duff**
ASSOCIATE DIRECTOR:	**Dr. James E. Mauch**

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The Center is a service of the School of Education of the University of Pittsburgh. It is funded by Title IV, Section 403 of the Civil Rights Act of 1964, to assist school districts in examining problems of school desegregation related to instruction, curriculum, administration and school personnel, and in planning projects that effectively deal with such problems. The Center's services are available to all school districts in the states of Pennsylvania and Delaware. Further information is available by calling (412) 648-7194.

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INTRODUCTION

The Race Desegregation Assistance Center, funded under Title IV of the Civil Rights Act of 1968, was established to assist school districts in the endeavor to overcome problems of school desegregation by providing assistance to teachers and other school personnel in matters of curriculum, administration, student activities, and community relations. This Handbook is an outcome of that endeavor, providing concrete plans and activities for teachers in all grades for use in their efforts toward multi-cultural education.

Since the Civil Rights Movement in the 50's, the resulting Supreme Court decisions on desegregation issues, and the 1986 Proclamation of a National Holiday in honor of Martin Luther King's birthday, educators have increasingly included more information and activities dealing with the desegregation issues and prominent black leaders in their curriculum planning. In the process, they found that many of the contributions of blacks to American society had been previously overlooked both in the teaching of social studies and in literature, as attested to by reviews of literature anthologies and social studies texts (Duff, 1972; Golden, 1964; American Federation of Teachers, 1966). As the need for more background knowledge became evident, teachers researched for themselves, to locate information on the black experience and the involvement of blacks in the history, literature, and culture of America. They realized that cultural pluralism was an integral and necessary part of American education and society, and their professional ethics demanded the infusion of a more integrated view and more inclusive activities for their students (Turner and Stanford, 1971). However, each teacher has more or less been on his own, relying on some assistance from state agencies and district curricular aid, with little opportunity to review and utilize the efforts of other educators. The Race Desegregation Assistance Center of the University of Pittsburgh, aware of the need for a unified and cooperative venture to bring many of the ideas and projects together for Pennsylvania and Delaware teachers, issued a call for activities and programs that have already been used successfully. Since most of these plans have been used in classrooms, revisions, improvements and additions have already been made to get out the "bugs," and they are immediately operable and adjustable to different grade levels. This step of "piloting" lessons before adding to or changing curriculum, is, according to Hilda Taba, the first step in curriculum development, and the most important in finding out "what works" (Taba, 1962).

This Handbook of Activities has been developed as a result of the scarcity of prior collections of actual plans and the stated needs of teachers. It is our hope that you will find the activities invaluable as you work toward including more materials and information for your students in the area of black history and literature.

REFERENCES

Duff, Ogle Burks. The Treatment of the Negro in American Literature Anthologies Since 1968. Pittsburgh, PA: February 1, 1973.

Golden, L. "The Treatment of Minority Groups in Primary Social Studies Textbooks," Doctoral Dissertation, Stanford University, 1964.

The Negro in Modern American History Textbooks, **Curricular Viewpoints Series**, American Federation of Teachers, Chicago, IL, September 1966. ED 025546.

Turner, Darwin and Stanford, Barbara Dodds. Theory and Practice in the Teaching of Literature by Afro-Americans. Urbana, IL: National Council of Teachers of English, 1971.

Taba, Hilda. Curriculum Development. NY: Harcourt, Brace and Werk, 1962.

ELEMENTARY LESSONS AND UNITS

SUBJECT AREA: Special Education **GRADE:** K

Unit Plan

I. DATA

- A. **Topic:** Dr. Martin L. King
- B. **Number of lessons**: 3 (minimum)

II. GENERAL PURPOSE OF UNIT (GOAL)

To reinforce positive feelings and interaction among students.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To know who Dr. King was (recognize photo)
To know his philosophy (on K level)

IV. MATERIALS AND RESOURCES

Pictures
Children's background knowledge
Cut and paste ditto (from Schaffer-Holiday cut & paste), p. 20.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**

B. **Audio-Visual**
Pictures

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**
Cut and paste activity

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. Of students

B. By teacher

Children I teach are one to two years or more developmentally delayed and abstract concepts such as history must be very elemental in content and objectives.

Lois Sands
Springer Intensive Learning
Center
Brandywine School District
Wilmington, DE

SUBJECT AREA: Special Education GRADE: K

Lesson Plan

I. BEHAVIORAL OBJECTIVES

A. To recognize Dr. King's picture

B. To understand his objective of brotherhood through non-violent protest.

II. MATERIALS

A. Large poster of Dr. King

B. Pictures brought in by children

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Discussion of concepts

B. **Vocabulary Development Activities**
1. Peaceful
2. Dr. M. L. King
3. Civil rights
4. Brotherhood

C. **Culminating/Summarizing Activities**
1. Discussion
2. Cut and paste ditto (Frank Shaeffer: Holiday-Cut and Paste, p. 20).
3. Birthday cake for class in memory of Dr. King

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
On-going emphasis on being brothers and sisters; non-violence.

B. **Analysis/Reflection by teacher**
Good reinforcement for all of us on ways of solving conflicts.

Lois Sands
Springer Intensive Learning Center
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: K

Unit Plan

I. DATA

A. **Topic:** Why We Celebrate Martin Luther King's Birthday

B. **Number of lessons**: 3

II. GENERAL PURPOSE OF UNIT (GOAL)

Acquaint children with ideals set forth by Dr. King in his non-violent philosophy.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will appreciate contributions made to our country by Dr. King.

IV. MATERIALS AND RESOURCES

World Book Encyclopedia Vol. K - Martin L. King Jr., Dharathula Millender - Film Carnegie Library
Ditto: Hayes Publishing Co. "Famous Black Americans"
Teacher-composed song and game
Film "The Boyhood of Martin Luther King, Jr." Carnegie Library Allegheny Regional, No. MP0035, 14 min. film

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Teacher retells highlights from **Martin Luther King Jr.: Boy With a Dream**, Dharathula H. Millender.

B. **Audio-Visual**
View and discuss film

C. **Speakers/Panels, etc.**
None

D. **Music**
Original words to tune of Battle Hymn chorus: "Martin Luther Was a Great Man."

E. **Art**
Color ditto picture of Martin Luther King Jr. "Famous Black Americans"
Cut silhouette from black paper and paste on white.
Trace outline with yellow crayon or chalk for children to cut.

16

F. **Puzzles/Games**
Puzzle: "Whose Birthday Is It?" (Teacher made game)
Writing letters that spell out Martin Luther King.

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Children will demonstrate their knowledge of materials introduced through questions (oral) presented by teachers.

Rubino, Godlesky, Lovejoy
Green Valley
East Allegheny School District
N. Huntingdon, PA

MARTIN LUTHER KING

Sung in tune of Battle Hymn
Chorus Only

I

Martin Luther King was a great man,
Martin Luther King was a great man,
Martin Luther King was a great man
And he fought to set his people free.

II

Free the land of segregation.
Free the land of segregation.
Free the land of segregation
And he fought to set his people free.

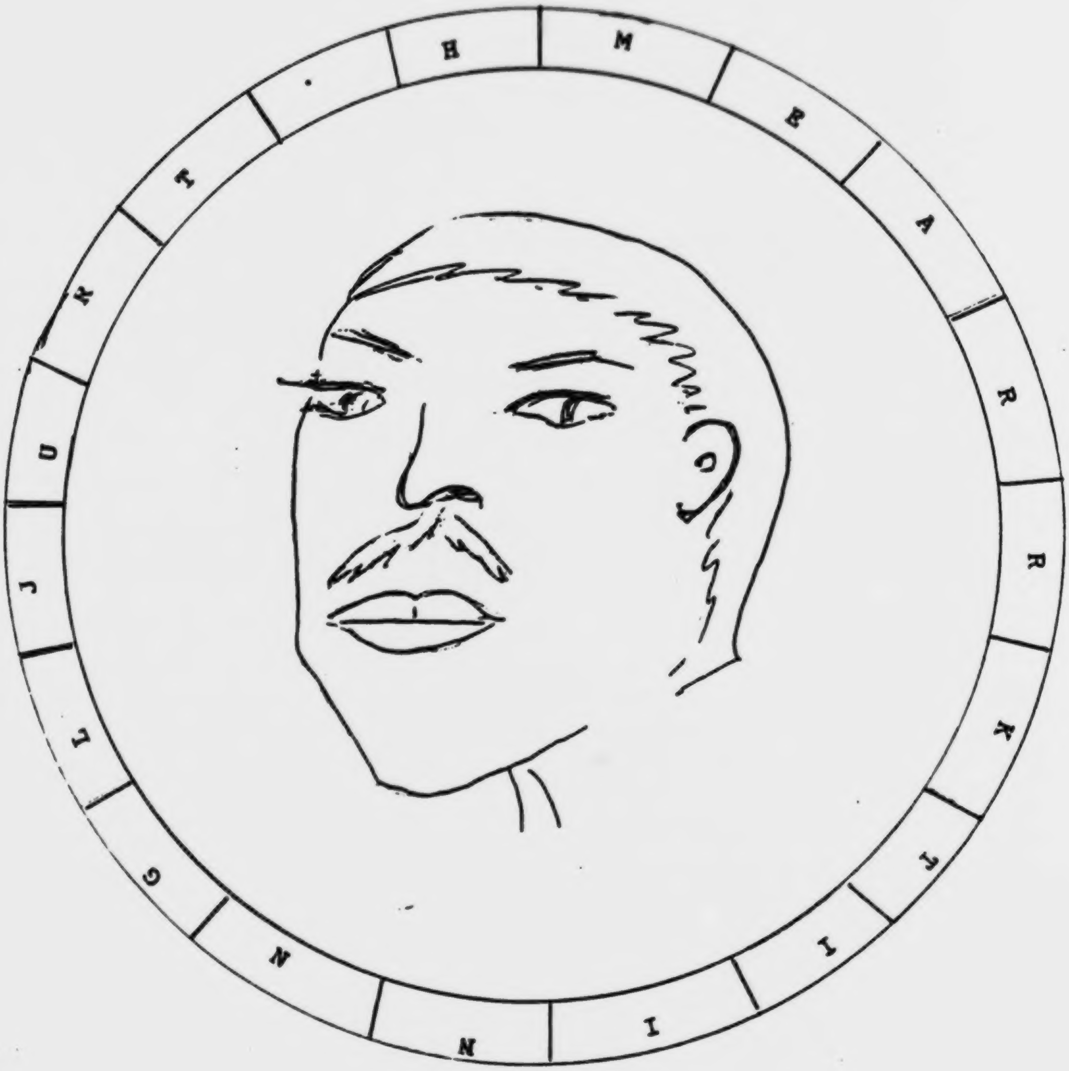
L. Lovejoy

WHOSE BIRTHDAY IS IT/

Start at M that is on the big circle. Write down every other letter on the lines below. GO AROUND THE CIRCLE TWICE.

------ ------- ---- ---

Start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H

SUBJECT AREA: Social Studies **GRADE:** K

Unit Plan

I. DATA

A. **Topic:** Black American History

B. **Number of lessons**: 5 specific lessons and stories - 20 small, informative discussions - 3 music lessons

II. GENERAL PURPOSE OF UNIT (GOAL)

To appreciate the important contributions of black people to our history.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To know who Dr. King is - recognize his name and photo.
To know that many black people played a very important part in our country's history.

IV. MATERIALS AND RESOURCES

Important Dates list
Kindergarten grade level stories on Famous Black Americans from Scott, Foresman, and Co., 1969. "Martin Luther King, Jr., pp. 2-7, & G.
Dittos for the children to color and appreciate.
The pictorial series: Black America - Yesterday and Today. David Cook Publishing Co., Elgin, IL 60120
Songs on records - Silver, Burdett
Additional materials listed with activities below.
"Famous Americans" booklet
"Black American History" activities

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Scott, Foresman and Co. - stories
Dr. King's poem - "I Have a Dream" (See Appendix A)
Black poetry in pictorial series

B. **Audio-Visual**
Photographs, pictorial series Black America-Yesterday and Today

C. **Speakers/Panels, etc.**

D. **Music**
Black spiritual "Zion's Children" (Silver, Burdett)

Black spiritual "Sit Down, Brother"
Black play song "Bounce Around"

E. **Art**
Coloring sheets - information packets

F. **Puzzles/Games**
Singing game - "Head, Shoulders, Baby"

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Teacher directed questions

B. **By teacher**
A feeling from their answers and our final discussion that they learned what was important and realize how important Dr. King was.

Lynne L. Sabol
Harding
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies **GRADE:** K

Lesson Plan

I. BEHAVIORAL OBJECTIVES

That the children will know who Martin Luther King is.
That the children will know why his birthday is a holiday.
That each child will be able to identify a picture of Martin Luther King.
That each child will know that Dr. King had a dream- that all people could be friends.

II. MATERIALS

Kindergarten level story on Martin Luther King from Scott, Foresman and Co. A photo of Dr. King and a copy of his poem, "I Have a Dream." Instructional information for the teacher

III. PROCEDURES

A. Motivational and Initiatory Activities

Have a very basic discussion on Dr. King. Show his picture, read the story, talk about who and what he was.

B. Developmental Activities

Discussion of story
Poem - "I Have a Dream," Instructor, Jan. 1986, p. 76.
Important dates in Dr. King's life
Ditto to color

C. Culminating/Summarizing Activities

A review discussion with questions asking: Who is this man (holding up photo). What was his dream? Why was he important? And so forth. Hopefully a discussion would start that would point out all that I had told and explained about Dr. King.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding** Questions - teacher directed

B. **Analysis/Reflection by teacher**

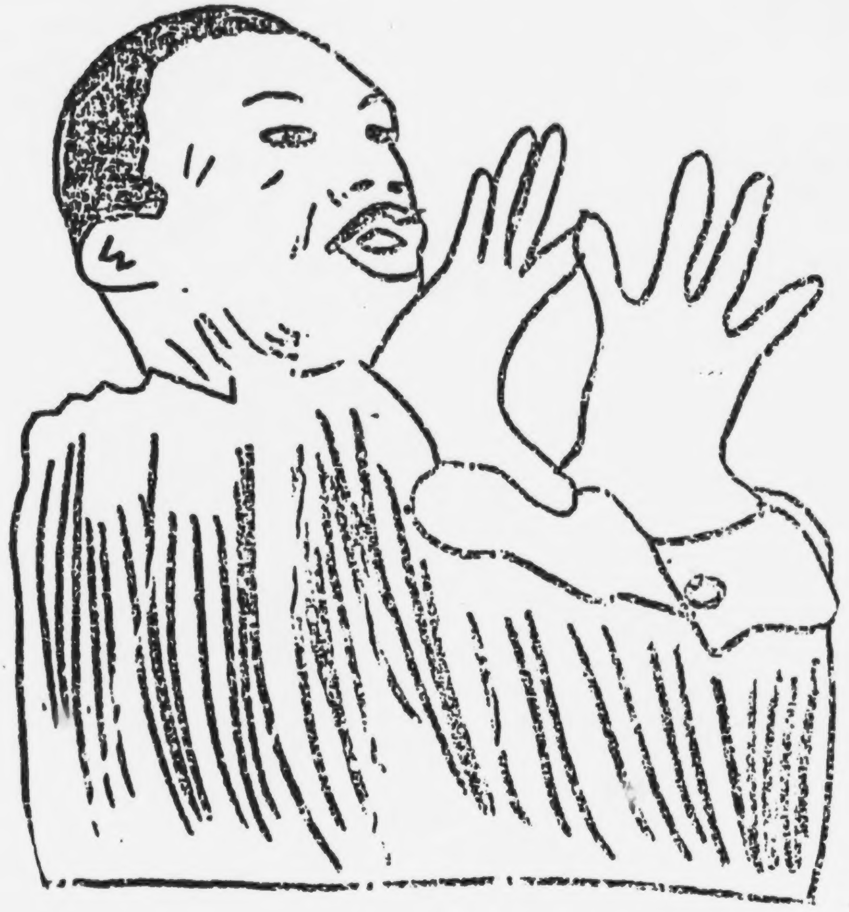
That they, the children, will recognize Dr. King's photo whenever they see it. That they will recognize his name and be able to understand how truly important he was to our country and all men.

Lynne L. Sabol
Harding
City of Erie School District
Erie, PA

Name ______________________________

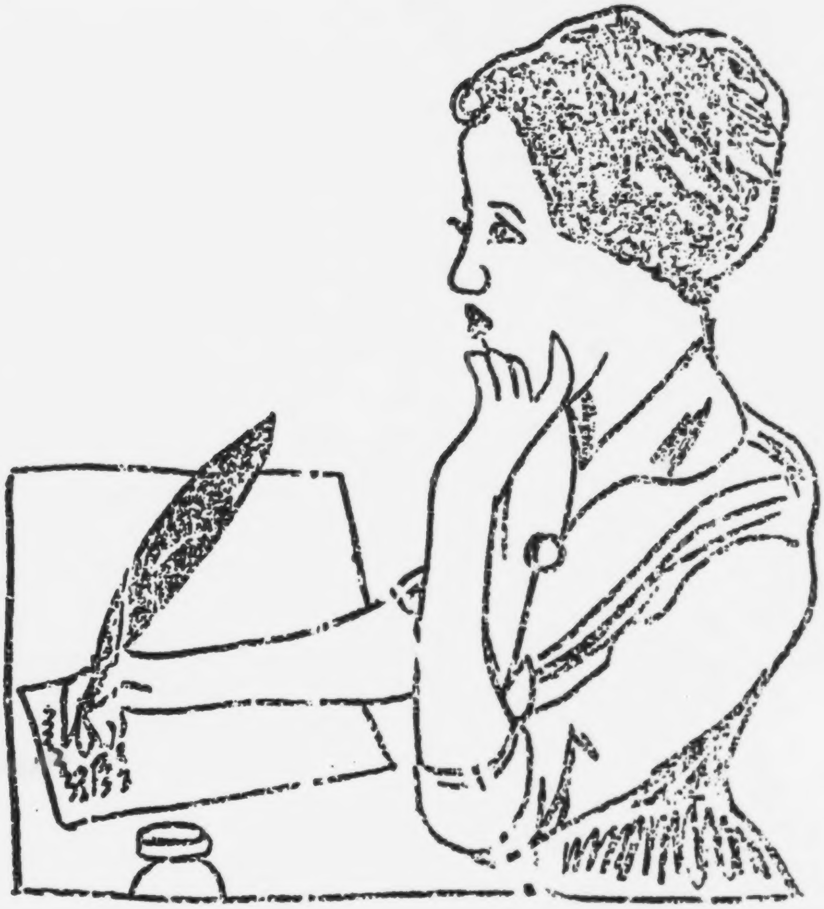
FAMOUS
AMERICANS
TO:

1. Read about
2. discuss
3. color
4. LEARN



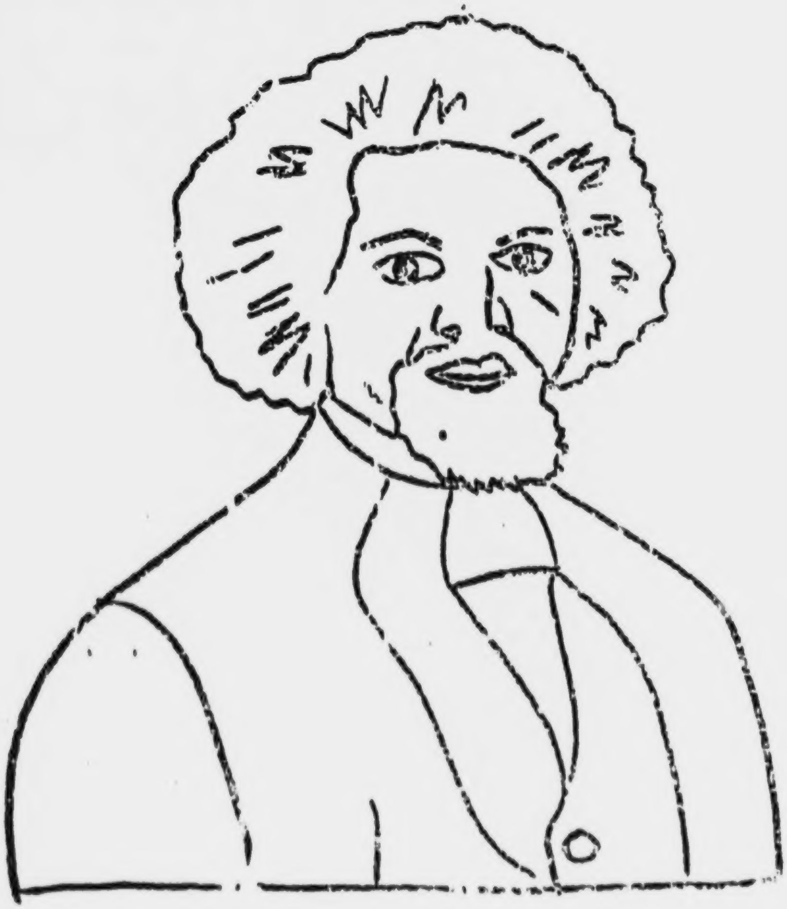
MARTIN LUTHER KING, JR. (1920-1968)

Martin Luther King was a minister. Dr. King read about men who were great leaders. He was especially interested in men who led people without violence. Dr. King wanted to help black people. His dream was equal rights for black people. He became a great leader of his people. He worked for peace. He won the 1964 Nobel Peace Prize.



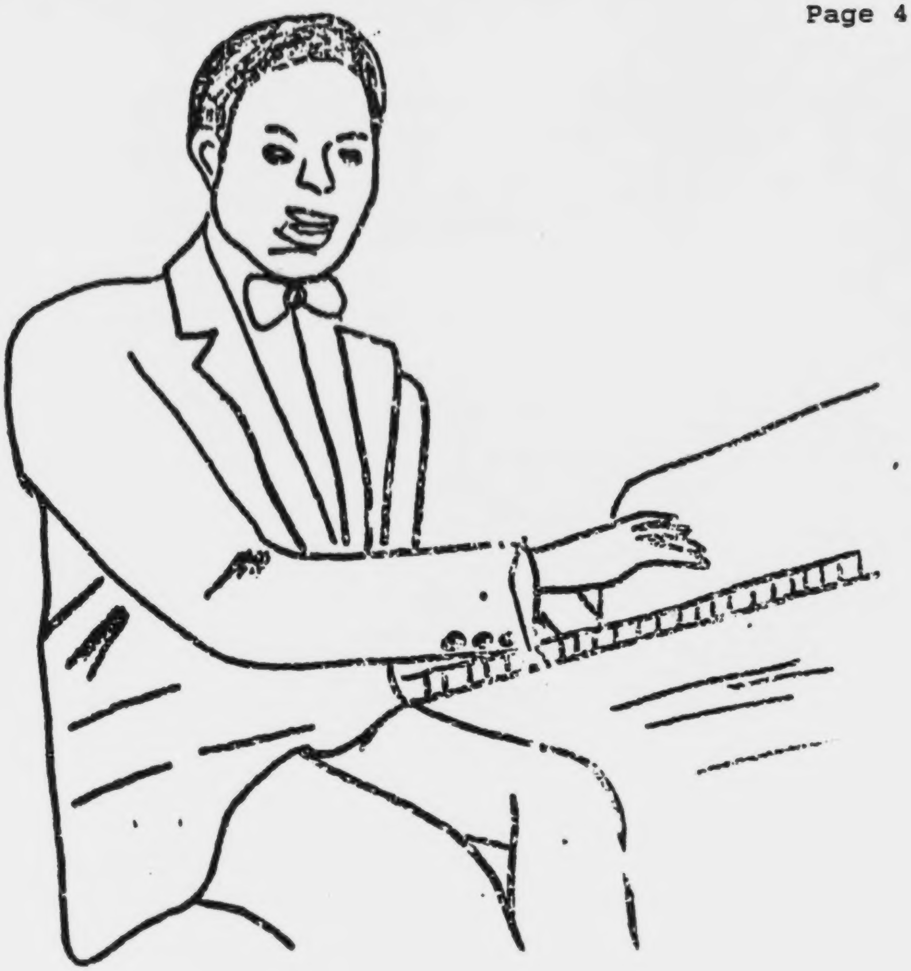
PHILLIS WHEATLEY (1753-1784)

Phillis Wheatley wrote poems. Her poems were put in a book. George Washington liked her poems. Her first book of poems was the second poetry book published by an American woman.



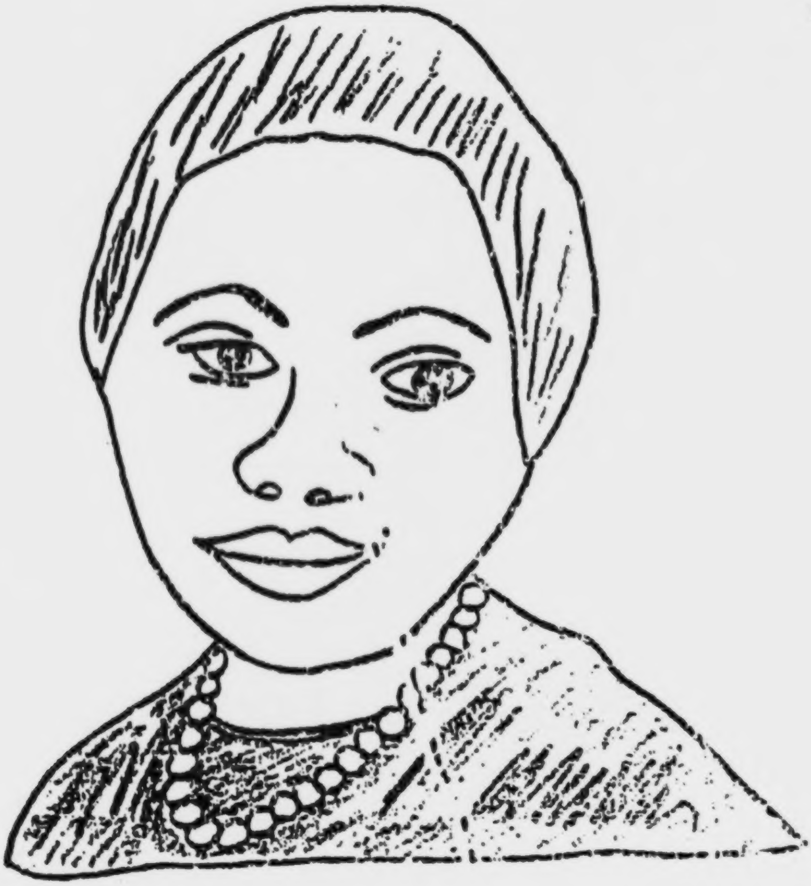
FREDERICK DOUGLASS (1817-1855)

Frederick Douglass was born a slave. It was against the law for him to learn to read, but he learned anyway. He escaped slavery and preached against it. Frederick became a very important and famous man. He spent his life helping his fellow man, both black and white.



NAT KING COLE (1919-1965)

Nat King Cole loved music. He played the piano and sang. He was in the movies and on television. Nat was best known for his soft singing voice and his easy style of playing the piano.



AUGUSTA SAVAGE (1900-1962)

Augusta Savage was a famous sculptor. She started making shaped out of clay when she was very little. Augusta worked hard and became very famous. She had her own art gallery and she also taught art to many people.

BLACK AMERICAN HISTORY

1. We have a very basic discussion initially to comprehend why there is such an event as Black American History Week.

2. I have stories on the kindergarten grade level about some famous Black Americans that I read to my children. These articles are from Scott, Foresman and Company and were copyrighted in 1969. They are:

   a. Famous Americans
      This includes a small synopsis of:
        Benjamin Banneker
        Phillis Wheatley
        Nat Love
        Matthew Henson
        Nat King Cole
        Martin Luther King, Jr.

   b. Frederick Douglass

   c. William C. Handy

   d. Augusta Savage

   e. Martin Luther King, Jr.

3. From the Scott, Foresman and Company stories I have compiled a coordinating small packet that I present to my children. It has a few of the famous Americans in it with some general statements for each. We go over the packet and read it together and then they are instructed to color the pictures as beautifully as they can. Naturally, they are to color the pictures true to life -- no orange faces with purple eyes, etc. Please see the attached example of my packet.

4. In our room I hang the pictorial series that goes with Black America -- Yesterday and Today. This is a booklet compiled by the David C. Cook Publishing Company. The pictorial series is excellent and the children certainly enjoy seeing the twenty pictures; they are most colorful and expressive. The accompanying booklets or teacher's guide is excellent in its comprehensiveness. The series is set up in logical order and it progresses as:

a. Before Slavery
b. Ships Brought Slaves
c. Three Great People -- Benjamin Banneker, Richard Allen, and Phillis Wheatley
d. Frederick Douglass
e. Harriet Tubman
f. Black Men Fought For Their Own Freedom
g. Pickney Benton Steward Pinchback
h. Jim Crow Laws
i. Black Men Helped Build America
j. Mary McLeod Bethune
k. Dr. Charles Richard Drew
l. Garrett A. Morgan
m. Black Explorers
n. Integrated Armed Forces
o. Integrated Schools
p. Dr. Ralph Johnson Bunche
q. Dr. Martin Luther King, Jr.
r. Black Writers
s. Art by Black People
t. Black is Beautiful

I do utilize the teacher's guide and we travel around the room and discuss each picture and its meaning.

5. Also, the teacher's guide from the Cook series has some excellent black poetry in it that the children enjoy listening to.

Lynne L. Sabol
Harding
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies **GRADE:** K

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To develop an understanding of who Martin Luther King, Jr. was and what he stood for.

II. MATERIALS

Martin Luther King, Jr.: A Picture Book, Margaret Boone-Jones. Publisher: Regensteiner Publishing Enterprises, Inc.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read and show picture book to students.

B. **Developmental Activities**
Discuss Martin Luther King

C. **Culminating/Summarizing Activities**
Color, cut and paste activity from Frank Schaffer Publication #FS-643, Fall/Winter Holidays, #20.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Oral responses/participation in follow-up discussion.

B. **Analysis/Reflection by teacher**

Kathryn S. Conard
Camp Curtin ECC
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: K

Lesson Plan
(3-5 Class Periods)

I. BEHAVIORAL OBJECTIVES

To learn about the life of Dr. King, the effect his life had on me and the world, and how everyone can learn from what he taught and how he lived.

II. MATERIALS

Book about Dr. King
Civil Rights songs
Information about the Civil Rights Movement, before and after

III. PROCEDURES

A. Motivational and Initiatory Activities

Ask if the children know the name of their school and why it has the name it has.

B. Developmental Activities

Begin with discussing the above. Talk about how people were treated before the movement; how one man had a dream; The Peace March; how one man can make a difference.
Books
Personal experiences.
Discussion.
Drawing pictures or other activities.
The National Holiday.

C. Culminating/Summarizing Activities

A play.
Make a diorama
Make a book (His Life: Changes That Have Occurred. How His Life Affected Me, etc.)

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Verbal test - questions and answers
Play-acting

Florence L. Johnson
Martin Luther King School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies **GRADE:** K

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The children will know that Martin Luther King was a man who believed problems could be settled without fighting.

II. MATERIALS

Book: **Martin Luther King, Jr.: A Picture Story**, by Margaret Boone-Jones.

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Read and discuss story.

C. **Culminating/Summarizing Activities**
Color picture of Martin Luther King.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Questioning.

B. **Analysis/Reflection by teacher**
Excellent book. Holds children's attention.

Sharon Schurman
Philip Murray School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Art/Reading/Library GRADE: K-2

Unit Plan

I. DATA

A. **Topic**: Our World: Many Colors, Many People

B. **Number of lessons**: 3-6 (3 hours total)

II. GENERAL PURPOSE OF UNIT (GOAL)

To emphasize the civil rights ideals of Dr. Martin Luther King (brotherhood, equality, respect of differences).

III. SPECIFIC BEHAVIORAL OBJECTIVES

To acquire an understanding of the differences and similarities of colors and peoples of the world.

IV. MATERIALS AND RESOURCES

Assorted construction paper, crayons, tape, scissors, 9x12 drawing paper.
Books: Lionni: **Little Blue and Little Yellow**
Boone-Jones: **Martin Luther King, Jr.**
Rowe: **An Album of Martin Luther King, Jr.**
Filmstrip: "A Family of Man."
Study prints of nature.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Students will hear **Little Blue and Little Yellow**, a story about color differences

B. **Audio-Visual**
Students will view filmstrip

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**
Teacher will show study prints of nature and its many colors and peoples. Teacher will share pictures and information in Boone-Jones and Rowe books with students.

F. **Puzzles/Games**
Finger puppets of different colors with faces made by students.

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

IV. EVALUATION

A. **Of students**
  1. 9x12 illustrations/drawings by students demonstrating understanding of the specific behavioral objective of unit
  2. Listening to responses and comments of students during puppet response time

Maryann Whann
Janet Shaw
Cobbs Elementary
Christina School District
Newark, DE

SUBJECT AREA: Art/Reading/Library GRADE: K-2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

II. MATERIALS

Assorted construction paper, crayons, tape, scissors, 9x12 drawing paper.

Books: Lionni: **Little Blue and Little Yellow**
Boone-Jones: **Martin Luther King, Jr.**
Rowe: **An Album of Martin Luther King, Jr.**

III. PROCEDURES

A. Motivational and Initiatory Activities
View filmstrip and discuss.

B. Developmental Activities

1. After hearing the Lionni story, students will learn about Dr. Martin Luther King, Jr. and his philosophies through pictorial representations about him and peoples of the world.
2. Students will talk about the characters Little Blue and Little Yellow and discuss how they are different or the same.
3. Students will make finger puppets using different color materials and different faces.
4. Students will then take turns talking about their puppet, its color, its differences and how proud they are of their puppet.
5. They will then talk about how the world is made of many things, many colors and many peoples and how all are important and good. They will illustrate this in drawings.

Maryann Whann
Janet Shaw
Cobb Elementary
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: K-4

Unit Plan

I. DATA

A. **Topic:** Who is Martin L. King?
Why Should We Know About Him?

B. **Number of lessons:** 2

II. GENERAL PURPOSE OF UNIT (GOAL)

A. Familiarize children with the name of Martin Luther King and his accomplishments.

B. Give black students someone famous to admire who is also black. Give white children a black to admire.

III. SPECIFIC BEHAVIORAL OBJECTIVES

All students know accomplishments of this man.
Learn that one must work hard peacefully to accomplish great things.

IV. MATERIALS AND RESOURCES

Filmstrip: "Martin L. King"
Books: **Martin L. King Jr.: A Picture Story**, Margaret Boone-Jones, Franklin Watts, Inc., 1968.
Martin Luther King: The Peaceful Warrior, Ed Clayton, Prentice-Hall, 1964.
Mimeographed picture to color
Song "Martin Luther King." (Fulbright)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Read from books and discuss with children.

B. **Audio-Visual**
View and discuss filmstrip

C. **Speakers/Panels, etc.**

D. **Music**
Learn song: "Martin Luther King"

E. **Art**
Coloring paper of Martin Luther King

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Oral responses and participation in activities.
B. **By teacher**

Barbara Isaacman
Camp Curtin ECC
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: K-6

Unit Plan

I. DATA

A. **Topic**: Dr. Martin Luther King, Jr.; A New National Holiday

B. **Number of lessons**: Entire week for all of the school and individual activities by teachers for longer periods as desired, 1986.

II. GENERAL PURPOSE OF UNIT (GOAL)

To bring to the attention of all children the contributions of Dr. Martin Luther King, Jr.

To make teachers aware of the achievements of Dr. King, to commemorate his dedication to non-violent social change, and the effect on the human rights movement

III. SPECIFIC BEHAVIORAL OBJECTIVES

To inspire the pupils to strive for academic excellence.

To change anti-social behavior to warmer, friendlier and more tolerant behavior; examining and discarding stereotypes about different people.

To have pupils early in life make a commitment to helping others.

IV. MATERIALS AND RESOURCES

Books

Bacon, Charlotte M.: **Dr. Martin Luther King, Jr.: A Story for Primary Grades**, 1978, 1980, 1983, 1986

Boone-Jones: **Martin Luther King, Jr.: A Picture Story.** Children's Press, Chicago, 1968.

Behrens, June: **Martin Luther King, Jr.: The Story of A Dream.** Children's Press, Chicago, 1979.

Clayton, Ed: **Martin Luther King: The Peaceful Warrior**, 3rd Edition, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1968.

Davidson, Margaret: **The Story of Martin Luther King: I Have a Dream**, Scholastic Inc., NY, 1986

Farris, Christine King: **Martin Luther King, Jr.: His Life and Dream** (elementary level), Ginn and Co., 1986
Patterson, Lillie: **Martin Luther King, Jr.: Man of Peace.** Garrard Publishing Co., Champaign, IL, 1969.
Rowe, Jeanne A.: **An Album of Martin Luther King, Jr.**, Franklin Watts, Inc., NY, NY, 1970.
Taylor, Paula: **Coretta King: A Woman of Peace**, Creative Education, Mankato, MN, 1974.
Young, Margaret A.: **The Picture Life of Martin Luther King, Jr.**, Franklin Watts, NY, NY, 1968.
Ebony Magazine, January, 1986.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See Materials and Resources above.
School Library

B. **Audio-Visual**
Teachers included pictures of Dr. King in their classrooms as well as in hall display areas.
Movies on Dr. King's life were shown:
"Dr. Martin L. King, An Amazing Grace," McGraw-Hill Film, 1978.
"Martin Luther King, Jr.: The Assassin Years." Centron Films, 1978.

C. **Speakers/Panels**
Principal Loschiavo gave talk about Dr. King over the public address system.
Essay contest winners read their essays on the school's TV station.

D. **Music**
Individual teachers taught, "We Shall Overcome."

E. **Art**

F. **Puzzles/Games**

G. **Community/Outside Groups**
Aliquippa Club of the National Association of Negro Business and Professional Women's Club sponsored essay contest for grades 4-6 and a video program, including a movie.

H. **Combination Projects** (involving two or more of above areas)
Teachers attended county program on Dr. King and brought reports back to school; two represented the school district in Beaver County.

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The teachers in the Aliquippa Elementary School have been observing the birthday of Dr. Martin Luther King, Jr. for many years on an individual basis. Also, pictures of Dr. King have always been displayed in the hall display areas during January.

In January, 1986, the entire school observed the holiday for the week of January 13-17. A video taped program was presented on January 17, as there was no school for the children on January 20; the official holiday.

I. **Other**

Proclamation from Mayor Daniel Britza presented to the school principal Anthony Loschiavo, and a copy to the Aliquippa NBPW Club on the special TV program in the school

All essay winners received trophies and certificates.

VI. EVALUATION

A. **Of students**

Students were aware and knowledgeable about TV programs and news about Dr. King. This was discussed in classes.

B. **By teacher**

Teachers learned much more about Dr. King's life and philosophy during the week from conversations and discussions.

Charlotte Bacon
Aliquippa Elementary School
Aliquippa School District
Aliquippa, PA

SUBJECT AREA: Social Studies **GRADE:** K-6

Unit Plan

I. DATA

A. **Topic**: Life of Dr. King

B. **Number of lessons**:

II. GENERAL PURPOSE OF UNIT (GOAL)

To create an awareness of a giving person.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To introduce the life and accomplishments of Dr. King.

IV. MATERIALS AND RESOURCES

Martin Luther King, Jr.: His Life and Dream, (elementary level - Ginn & Co.)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Black History Social Studies Material (Unit III Products Price Laboratory School, University of Northern Iowa)

B. **Audio-Visual**
Records of his speeches.

C. **Speakers/Panels, etc.**

D. **Music**
"We Shall Overcome"
"Free At Last"
"Swing Low, Sweet Chariot"

H. **Combination Projects** (Involving two or more of above areas)
Class presentations of songs, poems, parts of Dr. King's speeches.

Mrs. Roslynne H. Wilson
Turner Elementary School
Wilkinsburg School District
Wilkinsburg, PA

SUBJECT AREA: Social Studies GRADE: K-6

Unit Plan

I. DATA

A. **Topic:** Martin Luther King (Building Emphasis)

B. **Number of Lessons:** Varies by grade level

II. GENERAL PURPOSE OF UNIT (GOAL)

Appreciation of human accomplishments.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will develop an appreciation and general knowledge of the accomplishments of Dr. King.

IV. MATERIALS AND RESOURCES

Martin Luther King, Jr.: His Life and Dream, Christine Farris.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
"Test Your Knowledge of Dr. King."

B. **Audio-Visuals**
"Martin Luther King: From Montgomery to Memphis" (16mm film DCIU)

C. **Speakers/Panels, etc.**
Building-wide assembly, January 20.

D. **Music**

E. **Art**

F. **Puzzles/Games**
Contained in packet; See General Suggestions and Appendix A.

Robert N. Clegg
Principal
Park Lane School
Wm. Penn School District
Yeaden, PA

SUBJECT AREA: Social Studies **GRADE:** K-6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

An appreciation of Dr. Martin Luther King's contribution to human rights in America
A knowledge of events that led to his leadership
A feeling for the power of his speeches

II. MATERIALS

Short biography of Dr. M. L. King
Songs - "The Ballad of Martin Luther King" and "We Shall Overcome"
A distillation of his "I Have A Dream" speech
Poems

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Have students memorize portions of his biography
Teach two songs to children - 1 or 2 classes
Send copy of speech to local Black minister (secure commitment to attend culminating assembly program)
Develop choral speaking of poems

C. **Culminating/Summarizing Activities**
Assembly for entire school
Program: Presentation (oral) of his biography (a thumbnail sketch) and poems.
Song "Ballad of Martin Luther King"
Speech by local Black minister
Entire school sings "We Shall Overcome"

Dr. Bernard E. Nurry
Principal
Ardmore Ave.
William Penn School District
Yeaden, PA

SUBJECT AREA: Social Studies **GRADE:** Pre-First

Unit Plan

I. DATA

A. **Topic:** Dr. Martin Luther King

B. **Number of lessons:** 5 or more

II. GENERAL PURPOSE OF UNIT (GOAL)

Help student get an understanding of worth and needs of all people.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Awareness that all people have needs
Appreciation of self-worth

IV. MATERIALS AND RESOURCES

Negro Heritage Library, Educational Heritage, Inc., Yonkers, 1963.
The Days of Martin Luther King, Jr. A Photographic Diary, Photographs by Roland Mitchell.
DeKay, James, **Meet Martin L. King, Jr.**, Random House, New York, 1969.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Photographs by Roland Mitchell

B. **Audio-Visual**

C. **Speakers/Panels, etc.**

D. **Music**
"We Shall Overcome"

E. **Art**
Arrange pictures of him as child, father, and leader to make a frieze.

F. **Puzzles/Games**
Interlocking puzzle with picture of Dr. Martin L. King Jr.

Roselinda Campbell
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: Pre-First

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The child will be aware of the holiday.
The child will be able to recognize his picture.
The child will be able to see him in the role of child, husband, father, and leader.
The child will develop an understanding of civil rights.
The child will develop an understanding of self-worth.

II. MATERIALS

Books
Pictures
Films
Songs, etc.

III. PROCEDURES

A. Motivational and Initiatory Activities

Discussion of Dr. King bulletin board.

B. Developmental Activities

1. Share and discuss pictures of him as a child, husband, father, and leader.
2. Learn song "We Shall Overcome"
3. Draw pictures of people helping each other and working together.

C. Culminating/Summarizing Activities

1. Play game of "Favorites."
   One day only girls will be called on for jobs, for answering questions, etc. Another day only boys. Finally discuss feelings about being left-out, etc. Compare feelings to the races of people in the world. Write an experience story about feelings.
2. Write experience story of Dr. King.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Teacher observation.

Roselinda Campbell
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic**: Martin Luther King, Jr. and other Black leaders.

B. **Number of lessons**: 3

II. GENERAL PURPOSE OF UNIT (GOAL)

Knowledge and understanding of Martin Luther King's accomplishments.
Knowledge about other important black leaders.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will gain understanding of who Martin Luther King was, what he did.
Students will gain awareness of important black persons.

IV. MATERIALS AND RESOURCES

Martin Luther King, Jr., Boone-Jones, Margaret, Children's Press, Chicago, 1968.
Picture of Martin Luther King
Poem "Martin Luther King"
"Elem. Level Lesson Plans," Changing Educ., #1, 2, 1/75
"Martin Luther King," Individualized Lessons in Reading, selection and Question Sheet "We Are Black"

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Read and discuss:
  Martin Luther King, Jr., book
  "Martin Luther King," poem
Read and do activities in:
  SRA Kit: We Are Black

B. **Audio-Visual**
View picture of Martin Luther King, Jr. and discuss who he was, his beliefs

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

VI. EVALUATION

A. **Of students**
Answers to questions and discussion.

Marie Harrar
Maple Lane Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan #1

1. BEHAVIORAL OBJECTIVES

To gain a better understanding of who Martin Luther King was and what he did.

II. MATERIALS

Martin Luther King, Jr. by Margaret Boone-Jones, Children's Press, Chicago, copyright 1968

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read picture book to students
Discuss and question after reading

IV. EVALUATION

A. Procedures used to evaluate students' understanding
Evaluate answers to questions.

Marie Harrar
Maple Lane Elem.
Brandywine School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan #2

1. BEHAVIORAL OBJECTIVES

Recognition of Martin Luther King's picture.
Understanding what he was about.

II. MATERIALS

Display picture
Poem
News article

III. PROCEDURES

Show picture to see if they recognize
Read literature and question
Bring about an understanding of Martin Luther King's endeavors.

IV. EVALUATION

A. Procedures used to evaluate students' understanding
From discussion.

Marie Harrar
Maple Lane Elem.
Brandywine School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan #3

1. BEHAVIORAL OBJECTIVES

To gain an awareness of important black persons.

II. MATERIALS

SRA Kit We Are Black.

III. PROCEDURES

Select any short story about various people, either known to students or not. Examples: Martin Luther King, Bill Cosby, O.J. Simpson.
Read, discuss and ask questions written on SRA cards.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
From discussion.

Marie Harrar
Maple Lane Elem.
Brandywine School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic:** Martin L. King, Jr.

B. **Number of lessons**: as needed

II. GENERAL PURPOSE OF UNIT (GOAL)

Introduction to achievements and character of Martin Luther King.

III. SPECIFIC BEHAVIORAL OBJECTIVES

IV. MATERIALS AND RESOURCES

The Picture Life of Martin Luther King, Jr., Young, Margaret
20th Century Black Personalities (posters) (Instructor Publications)
"Martin Luther King, Jr." (Troll Associates filmstrip)
Rev. M. L. King "Greatest Excerpts from His Speeches" (Motown Record Corp.)
"Martin Luther King, Jr." - Sequence cut and paste, Frank Schaffer Publ. Co., FS7065 - Holiday Picture Sequencing, p. 10; FS643 - Holiday/Seasons, p. 20

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Read, view and discuss picture book
Read and complete Continental Press ditto
Listen to C. P. story and discuss

B. **Audio-Visual**
View and discuss posters and filmstrips

C. **Speakers/Panels, etc.**

D. **Music**
Listen and react to speeches on record

E. **Art**
Do cut and paste activities

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
   1. Oral response
   2. Social Studies Test (see next page)

Sandra M. Turulski
Leasure Elementary
Christina School District
Newark, DE

SOCIAL STUDIES TEST

DR. MARTIN LUTHER KING, JR

1. Martin Luther King, Jr. was born on
   January 15   June 9   May 20

2. Martin Luther King, Jr. was born in
   Delaware   Georgia   New York

3. His father was a
   teacher   fireman   minister

4. When white people and black people are kept apart, it is called
   segregation   integration   congregation

5. Martin Luther King was a
   doctor   minister   lawyer

6. Martin Luther King, Jr. married
   Coretta Scott   Julie Andrews   Kim Jones

7. The blacks decided not to ride the buses until they could sit where they wanted to. The bus company lost a lot of money. This was called a
   sit in   freedom ride   boycott

8. In 1964, Dr. King was awarded a prize which is given to the person who has done the most for peace. This prize was called the
   Academy Award   Nobel Peace Prize   Oscar

9. Dr. King fought his battles with
   sticks and stones   words and ideas

10. In one of his speeches, M. L. King, Jr. said, "I have a ..."
    dream   gift   job

11. Martin Luther King, Jr. worked to help his people get
    food   clothing   equal rights

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To familiarize the children with Dr. Martin Luther King, Jr.
To make the children aware of the reasons for Dr. King's efforts.
To introduce the children to black history.
To instill in the children the understanding that each individual is worthy of respect and equality.

II. MATERIALS

The Black American, Past and Present, Hayes Publishing Co., 1968.
Hayes Story Reader of Young Black Americans, Hayes Publishing Co., 1971.
Accomplishments of Famous Black Americans, Hayes Publishing Co., 1971.
Biographies of Black Americans from our school library.
Materials I have accumulated from magazines, etc. pictures; poems; songs.

III. PROCEDURES

A. **Motivational and Initiatory Activities**

1. Display picture of Dr. King; ask who he is, what children know about him, why we have a holiday for his birthday.
2. Discuss why we are going to learn about Dr. King.

B. **Developmental Activities**

1. Divide class either by boys/girls or left/right of classroom; explain that in the a.m. only one group may do certain activities because they are "special" (the others are obviously excluded); in the p.m. reverse the groups and repeat the same procedure. At the end of the day discuss how the children felt when they were discriminated against.
2. Attempt to relate the above experience to Dr. King's struggle in Alabama.

C. **Culminating/Summarizing Activities**

1. Write experience story with children about Dr. King.
2. Color and read ditto about Dr. King.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

1. Teacher observation
2. True/false test on blackboard as a class activity

B. **Analysis/Reflection by teacher**

There is very little commercial material available at the lower primary level. Most of the materials I use are self-prepared or gleaned from materials developed for older children or adults. I also use Dr. Martin Luther King's birthday as a foundation for our black history studies. The children seem to have a better understanding and feeling for Dr. King and his struggle after they are exposed to additional black history.

Mrs. Daphne Hadley
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic:** Martin Luther King, Jr.

B. **Number of lessons:** As needed

II. GENERAL PURPOSE OF UNIT (GOAL)

To acquaint students with the accomplishments and struggles of Dr. Martin Luther King, Jr. that make him important enough to deserve a special holiday.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will develop an understanding of the life of Dr. King.
Students will develop a better understanding of how they can dream and make the dream a reality.
Students will develop a better understanding of how they can settle differences peacefully.
Students will develop an understanding of prejudice, segregation, violence, racism, protest, dreams, equal rights.

IV. MATERIALS AND RESOURCES

See specific sections below

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
"A Man for All The People." Frank Schaffer Publ., Schooldays, Dec/Jan 1983

B. **Audio-Visual**
1. Maps and globes
2. Records "I Have a Dream"/"Top of the Mountain"

C. **Speakers/Panels, etc.**

D. **Music**
1. "Martin Luther King," Edna A. Strauss (Instructor Magazine, 1/70)
2. "Sing About Martin," "Miss Jackie" Weissman (Instructor Magazine, 1/84)
3. "He Had A Dream", Ruth Manier(See Appendix A)
4. "Oh, Freedom"
5. "We Shall Overcome"

E. **Art**
  1. Portraits
  2. Clay bust
  3. Banner
  4. Mural of life and works of Dr. King
  5. Collage of life and works of Dr. King

F. **Puzzles/Games**
  Crossword puzzle of vocabulary words

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**

B. **By teacher**

Barnia B. Young
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will develop an understanding of Dr. Martin Luther King's life and works and why we honor him.

Students will develop a better understanding of the terms freedom, justice, protest, poverty, love, equality, minister, segregation, nonviolent, democracy, brotherhood, jail, kindness, violence, negro, equal rights, slavery and dream.

Students will be exposed to the struggles and accomplishments of Dr. King.

Students will develop an understanding of how they can settle differences peacefully.

Students will understand ways of dreaming and making dreams a reality.

Students will develop an understanding of love for all mankind.

II. MATERIALS

Books

The Picture Life of Martin Luther King, Jr, Margaret B. Young, c. 1968, Franklin Watts, Inc.

A Pictorial History of the Negro in America, Langston Hughes and Milton Meltzer, Crown Publishers, Inc., NY, pp. 307, 309, 315, 317, 319, 331, 338.

The First Book of American Negroes, Margaret B. Young, c. 1966, Franklin Watts, Inc., p. 78.

Martin Luther King: The Peaceful Warrior, Ed Clayton, c. 1964, Prentice-Hall, Inc., Englewood Cliffs, NJ.

Martin Luther King, Jr.: Boy With A Dream, Dharathula H. Millender, c. 1969, Bobbs-Merrill Co., Inc.

Magazines

1. Instructor
   - a. January, 1970 ("Martin Luther King," words and music by Edna A. Strauss)
   - b. January, 1984, p. 119, "Sing About Martin" by "Miss Jackie" Weissman.
   - c. January, 1985, pp. 64-66, "Don't Think Like a Slave"

2. Highlights for Children, January, 1985, "I Have A Dream", pp. 32-33.
3. School Days, Nov/Dec/Jan, 1982 and 1983, pp. 28-29.
4. Frank Schaffer Publications
5. NEA Today
6. The Golden Legacy-Illustrated History Magazine, "The Life of Martin Luther King," Vol. 13, Fitzgerald Publishing Co., Inc. 1972 (comic book format)

Record
"I Have a Dream/Top of the Mountain"

Maps and Globe
Bulletin Board
Magazines such as Ebony, Ebony Jr., Scholastic News, Time, Life, for cutting pictures for "King Collage"
Clay, fabric, drawing paper, paints, crayons for art projects.

III. PROCEDURES

A. Motivational and Initiatory Activities

1. Discuss bulletin board and get an indication of students' knowledge of the subject.
2. Complete page in February issue of the Continental Press Monthly Activities Unit.

B. Developmental Activities

1. Read books, listing vocabulary words and discussing them as they are mentioned in the books (read not more than 30 minutes at the time).
   Picture Life of Martin Luther King, Jr.
   Martin Luther King: Peaceful Warrior
2. Review vocabulary words/terms: freedom, love, segregation, jail, slavery, justice, hate, nonviolent, kindness, equal rights, protest, equality, democracy, violence, negro, poverty, minister, brotherhood, dream.
3. Review the stories, using other references listed. Ask questions and organize a chart showing important events that led to his (Dr. King's) fame.
4. Use maps and globes to locate key states and cities where Dr. King traveled and worked as a Civil Rights Leader.
5. Listen to record "I Have A Dream" and students will write a story of a dream they have.
   a. Choose volunteers to read story aloud and discuss how the dream can become a reality.

    b. Re-write the stories, illustrate, make copies and staple into books for each student to have a copy of the book to take home.

6. Role-play scenes from the life of Dr. King
    a. Early life
    b. Rosa Parks and the Bus Boycott
    c. March on Washington
    d. Accepting the Nobel Peace Prize
    e. Birmingham Jail Experience
7. Involve special area teachers
    a. Music teacher: teach, sing with and/or sing for the students, the following songs:
        "Martin Luther King", Edna A. Strauss
        "Sing About Martin", "Miss Jackie" Weissman
        "He Had a Dream", Ruth Manier (See Appendix A)
    b. Art teacher:
        Have students draw a picture of Martin Luther King of (self) depicting a dream he has.
        Divide class into 3 groups and make banners that could be carried in a march or parade
        Make a mural depicting the life of Dr. King
    c. Guidance Counselor
        Guide the children in a discussion on solving problems without violence
    d. Librarian
        Teach the students how to find information on Dr. King in the library.
    e. Reading Specialist
        Read a story about Dr. King to the class
    f. Physical Education Teacher
        Teach the students a game involving "fair play"

C. Culminating/Summarizing Activities
1. Help students understand prejudice by dividing class into two groups (based on eye color, hair color, height, family, color of clothing, etc.). Clearly favor one group for an hour (or a day), while treating the other group as "second best" in everything. Allow students to discuss how they felt. Write about it.

2. Have students cut pictures from magazines and make a collage of the life and works of Martin Luther King.
3. Write an experience story (using facts learned), about Dr. King. Make copies for each student to take home stapled to the songs learned, picture and poem.
4. Plan a birthday party and have each prepare a personal gift (poem, song, art work, scrapbook, etc.) that can be used at Dr. King's birthday party.
5. Crossword puzzle using vocabulary words.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

1. Active daily participation
2. Simple test

B. **Analysis/Reflection by teacher**

Watch for changes in the way students interact with each other and how they handle problems and disagreements.

Barnia B. Young
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The children will develop an understanding of the importance of the holiday honoring Dr. King.
The children will develop an understanding of Dr. King's belief in non-violence.

II. MATERIALS

Calendar - Pictures of Dr. King
Cards with new words: equality, non-violence, boycott.
Duplicated worksheets. Frank Schaffer Publications, Inc., FS-7089, Social Studies Mini-Unit - King.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Use the calendar and identify children in the class who will be celebrating January birthdays.

B. **Developmental Activities**
Use pictures of Dr. King and have children contribute any facts that they may already know about Dr. King.
Tell the story of Mrs. Rosa Parks and how her arrest led to the bus boycott.
Use word cards and discuss equality, non-violence, and boycotts, Nobel Prize.
Discuss the March on Washington.

C. **Culminating/Summarizing Activities**
The children will dramatize the story of Mrs. Rosa Parks.
The children can color the illustrations on the duplicated worksheets and staple the pages into a booklet.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Use questions to review Dr. King's beliefs in equality and non-violence.
Use duplicated worksheet.

Carolyn Andrews
Duquesne Elementary
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic:** Martin Luther King

B. **Number of lessons:** 5 days

II. GENERAL PURPOSE OF UNIT (GOAL)

Knowledge of Martin Luther King and understanding of his contributions.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Introduce Dr. Martin Luther King as one of the great Americans.
Become acquainted with other beliefs and ideas.
Appreciation of all peoples.

IV. MATERIALS AND RESOURCES

Troll book worksheets
Weekly Reader
Newspaper articles
Pictures
Filmstrips

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Weekly Reader, Newspaper Articles

B. **Audio-Visual**
Pictures, filmstrips, worksheets.

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**
Booklet, drawings.

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Tests, booklets, oral discussions.

B. **By teacher**

VII. Develop lessons through:

A. **Motivational and Initiatory Activities**
Write the words "symbol" and "freedom" on chalkboard. Expand through discussion.

B. **Developmental Activities**
Further discuss through picture prints, filmstrip, and Weekly Reader.

C. **Culminating/Summarizing Activities**
Worksheets, tests, student made booklets.

First Grade Teachers
Green Valley Elementary
East Allegheny School District
N. Huntingdon, PA

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To listen to a story about Martin Luther King
To answer questions
To color, cut, and staple

II. MATERIALS

The Picture Life of Martin Luther King, Jr. by Margaret B. Young

Mini-book worksheet (crayons, scissors, staples) (Frank Schaffer's School Days. Nov/Dec/Jan 1985-86)

Worksheet (very short story followed by questions) (Frank Schaffer's School Days. Nov/Dec/Jan 1984-85)

III. PROCEDURES

A. Motivational and Initiatory Activities

Tell the students why a special day is set aside to call to mind that which made a man called Dr. Martin Luther King, Jr., famous and special.

B. Developmental Activities

Read to the students "The Picture Life of Martin Luther King, Jr." Stop occasionally to show pictures, have open discussion, and class participation.

C. Culminating/Summarizing Activities

The student will color, cut, and staple his own mini-book on Martin Luther King, Jr. (Worksheet)

IV. EVALUATION

A. Procedures used to evaluate students' understanding

The student will have read to him a short paragraph summarizing the life of Martin Luther King, Jr., and will write answers in response to questions about the paragraph (Worksheet).

B. Analysis/Reflection by teacher

Have each student tell one important fact that they have learned about Dr. Martin Luther King.

Rita R. Vucic
Evergreen
Gateway School District
Monroeville, PA

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic**: Studies of Non-Violence, Civil Rights, and King's role in American History

B. **Number of lessons**:

II. GENERAL PURPOSE OF UNIT (GOAL)

To enhance the students' awareness of the contributions of Dr. Martin Luther King and other famous people to our culture and society.

III. SPECIFIC BEHAVIORAL OBJECTIVES

IV. MATERIALS AND RESOURCES

Books
Meet Martin Luther King, Jr.
Martin Luther King, Jr.: A Picture Story, Margaret Boone-Jones

Audio-Visual
"Free at Last" (record)
"Apostle of Non Violence" (Filmstrip and tape)
"Black Like Me" (record)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Have children locate in library biographies of King and other famous blacks. Teacher will read stories to class.

B. **Audio-Visual**
Include films and filmstrips pertaining to Dr. King's life. Show films and filmstrips of the lives of other outstanding blacks in the cause for brotherhood.

C. **Speakers/Panels, etc.**
Partners in Education, Community Affairs.

D. **Music**
Select simple freedom songs and have students work up dance pantomimes with songs as musical background

E. **Art**
Draw pictures or make posters of different races and distribute around school. Work with neighborhood businesses to distribute in the community as well.

F. **Puzzles/Games**
Words we hear and use when learning about Dr. Martin Luther King, Jr. Use the words to fill in the puzzle. Match words and pictures.

G. **Community/Outside Groups**
Community Awareness

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**

B. **By teacher**

Mrs. Wright
Shimmell E.C.C.
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies **GRADE:** 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Awareness in students of the many contributions Dr. Martin Luther King, Jr. and many others have made that are part of our everyday life.

Recognize enriching aspects of their lives due to efforts from individual contributions.

II. MATERIALS

Filmstrips, film.

Beads, beans, paper and other appropriate materials for mosaics.

"Lift Every Voice and Sing", words and music or record.

III. PROCEDURES

A. Motivational and Initiatory Activities

1. Set up a central bulletin board around major events in the life of Dr. King.
2. Set up learning centers.

B. Developmental Activities

1. Draw pictures of King at different phases of his life; as a boy in church, as school boy, as young preacher, as speaker, and as Nobel Prize recipient.
2. Making simple puppets can enact specific episodes from life of Dr. King.
3. Use appropriate materials to make mosaics of Dr. King and other outstanding blacks.

C. Culminating/Summarizing Activities

1. Will enhance children's respect and appreciation for all people and their contributions.
2. Sing or listen to the Black National Anthem, "Lift Ev'ry Voice and Sing."

IV. EVALUATION

A. Procedures used to evaluate students' understanding

This unit will mark the introduction of brotherhood month which will take place in February.

B. **Analysis/Reflection by teacher**
Teacher will teach unit on the country (culture) of his/her choice. Special teacher will then teach songs and dance (music), games (gym) and creative projects (art) for that unit.

Mrs. Wright
Shimmel ECC
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

(3-5 Class Periods)

I. BEHAVIORAL OBJECTIVES

Students will develop a better understanding of Martin Luther King, Jr., what he stood for and the effect that he has on all Americans, even today.

II. MATERIALS

Martin Luther King, Jr.: A Picture Story, by Margaret Boone-Jones

III. PROCEDURES

A. Motivational and Initiatory Activities

Give background information to children about Martin Luther King, Jr.

B. Developmental Activities

Read and discuss the book with the children over a period of several days.

C. Culminating/Summarizing Activities

Creative Writing: Students can write and illustrate stories about Martin Luther King, Jr.'s life.

Students can complete the sentence "Freedom is..." as many times as possible in a given time period.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Through discussions and creative writing students will indicate their understanding of martin Luther King, Jr. and what he represented.

B. Analysis/Reflection by teacher

Jerri Jones
Franklin Elementary
Uniontown Area School Dist.
Uniontown, PA

SUBJECT AREA: Social Studies GRADE: 1

Unit Plan

I. DATA

A. **Topic**: Martin Luther King, Jr.

B. **Number of lessons**: 4

II. GENERAL PURPOSE OF UNIT (GOAL)

To convey to the students people should be considered as individuals and if judgments are made, they should be based on character rather than color. All humans are entitled to certain rights.

III. SPECIFIC BEHAVIORAL OBJECTIVES

The students will be able to understand that Martin Luther King was a man with a purpose; to achieve equal rights in all facets of society for blacks and the poor; to overcome prejudice, ignorance, poverty so that all men might live together as dignified human beings respecting one another.

IV. MATERIALS AND RESOURCES

Books
Worksheets
Construction paper, scissors, yarn, pencils
Minibook
Library

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Read portion of "I Have a Dream" (See Appendix A)

B. **Audio-Visual**

C. **Speakers/Panels, etc.**

D. **Music**
Teach song "We Shall Overcome"

E. **Art**
Connect dots on worksheet to construct picture; color.
Make medallions

F. **Puzzles/Games**
Word puzzles

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Multiple choice test (read by teacher)
Mini book

B. **By teacher**
Do students understand the meaning of prejudice?
More importantly, am I, as an individual, a human being able to instill in the students a sense of pride, of value, of self-worth, that they will have no need, no desire to make others feel inferior in anyway.

Dorothy Dantzler
Lafayette
Uniontown Area School Dist.
Uniontown, PA

SUBJECT AREA: Social Studies GRADE: 1

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will be able to understand that Martin Luther King was a man with a purpose, to achieve equal rights in all facets of society for blacks and the poor; to overcome prejudice, ignorance, poverty so that all men might live together as dignified human beings respecting one another.

II. MATERIALS

Books
Worksheets
Construction paper, scissors, yarn, pencils
Mini books

III. PROCEDURES

A. Motivational and Initiatory Activities

Show pictures of Martin Luther King, read story.

B. Developmental Activities

Discuss story in general
Define dream as related to Martin Luther King's dream of peace
Define peace
Discuss physical differences in individuals, e.g., hair differs in color however it's all hair-eyes, skin, etc. All are born, live, die; we all get sick; we all display varied emotions. We're all individuals with individual differences yet we are all humans.

C. Culminating/Summarizing Activities

Students act out short skits relative to unfair treatment of peers (correlate with unfair treatment of minority groups).
Students complete worksheets using code to spell Martin Luther King (math)
Make construction paper medallions with Dr. King's name, birth and death dates and peace symbol.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Multiple choice test (to be read by teacher)
Students put pages of mini book (made by teacher) in order

B. **Analysis/Reflection by teacher**
Hopefully the students will be able to understand that all people should be able to live together as human beings; that we should evaluate based on character rather than color.

Dorothy Dantzler
Lafayette
Uniontown Area School Dist.
Uniontown, PA

SUBJECT AREA: Music GRADE: 1-3

Lesson Plan

I. DATA

A. **Topic:** Music as related to Martin Luther King

B. **Number of lessons**: 1 class period

II. GENERAL PURPOSE OF UNIT (GOAL)

To show how words of songs can give meaning to or explain equal rights and brotherhood.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Sing three songs and be able to enunciate words clearly in a pleasing manner. Students will use song words to cite examples of brotherhood.

IV. MATERIALS AND RESOURCES

Piano, sheet music, records, autoharp, tambourine.

Motivational music selection called "What Color Is God's Skin?" from the traveling group Up With People. "Born Free" and "Abraham, Martin & John."

Developmental - learn 3 songs and discuss words dealing with Brotherhood.

V. EVALUATION

A. **Of students**
Students will speak during class as to what they know of "brotherhood" and their discussion will act to evaluate their interpretation of the songs.

Marty Lindquist Burke
Bayard
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 2

Unit Plan

I. DATA

A. **Topic**: A Drum Major for Peace

B. **Number of lessons**: 8 (attached are only a few mini-lessons)

II. GENERAL PURPOSE OF UNIT (GOAL)

To understand the life and times of Dr. Martin Luther King.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Pupils will be able to understand the purpose of a boycott.
Pupils will be able to understand the terms nonviolence, demonstrations, freedom march, brotherhood, civil rights.

IV. MATERIALS AND RESOURCES

Martin Luther King, Jr.: His Life and Dream, Christine K. Farris. Ginn & Co., 1986.
Martin Luther King, Jr.: The Story of a Dream, June Behrens.
Martin Luther King: The Peaceful Warrior, Ed Clayton.
Also see suggestions below.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
(See attached poems)

B. **Audio-Visual**
Play recording of speeches
Present slides/filmstrip on King

C. **Speakers/Panels, etc.**
Pupils reciting poetry, speeches.
Invite a member of the clergy, city, and community to speak to an assembly.

D. **Music**
Song: "We Shall Overcome" adapted by Zilphia Horton
Song: "There Was a Man" (author unknown)

E. **Art**

Pictures illustrating phases of King's life, such as father, author, minister, college student, speaker,etc.

Display mural illustrating the boycott, march on Washington, etc.

F. **Puzzles/Games**

Acrostic Puzzle

Martin Luther King, Jr.: His Life and Dream, Christine K. Farris. Ginn & Co., 1986, p.13, p. 20-21, p. 32.

G. **Community/Outside Groups**

Invite a member of the local NAACP

H. **Combination Projects** (Involving two or more of above areas)

Assembly program involving community leaders and pupils.

I. **Other**

VI. EVALUATION

A. **Of students**

Students perform at an assembly for the entire school and share what they have learned.

B. **By teacher**

Understanding of ideas and vocabulary alone through group discussion and completion of worksheet on King.

Joyce Peaco
Lombardy Elementary School
Brandywine School District
Wilmington, DE

MARTIN LUTHER KING
(Group Poem by J. Peaco and Room 10)

There was a gentle person
Who traveled throughout the land
He gave many speeches
This kind and famous man

He watched how some Americans
Were not treated the same
He said these laws must be changed
To keep them would be a shame

He led peaceful demonstrations
To help all mankind
He believed in non-violence
With all of his mind

He taught his followers
To love and not to hate
Today his ideas are being carried on
By Mrs. King, his wife and mate

In Geneva, Switzerland, there were many people
Who were talking 'bout peace
Let's not make more nuclear weapons
We want the number to decrease

After he traveled to Oslo, Norway
To receive the Nobel Prize for Peace
He still helped other people
His efforts did not cease

Let's all do our small part
To bring about peace in our land
If we treat each other as brothers
Now wouldn't that be grand!

When Dr. King's dream of peace comes true
We'll all be glad to sing
To a famous black American
Named Martin Luther King

ACROSTIC

(Choral speaking presentation developed
by J. Peaco and Room 10)

M stands for Marvelous. He did lots of nice things
A stands for Active. He went many places
R stands for Reading. He read a lot
T stands for Television. He was often seen on t.v.
I stands for Intelligent. He studied hard and went to college. He earned a doctor's degree
N stands for Nation. He wanted all people in our nation to be treated alike.

L stands for Laws. He wanted bad laws changed
U stands for Understand. He wanted the world to understand how some people were not treated fairly
T stands for Talks. He gave many speeches
H stands for Helping. He loved helping others
E stands for Education. He thought that school was very important
R stands for Religion. He studied religion in college

K stands for Knowledge. He felt that you should learn something every day
I stands for Ideas. He put some of his ideas in the books he wrote
N stands for Nobel. In 1964, he won the Nobel Prize for Peace
G stands for Ghandi. He followed the teachings of Mohandas Ghandi.

MARTIN LUTHER KING

(Poem for choral speaking)
Author Unknown

Martin Luther King was a great man
He was very brave and strong
Once he said that he wished
That he could live real long

He led peaceful demonstrations
To help mankind
He knew all men were equal
In him most holy mind

He won the Nobel Peace Prize
But at the peak of his fame
Someone without love in his heart killed him
Someone who thought men weren't the same

When his dream of equality comes true
To him we all shall sing
To a loving, kind, man
Named Martin Luther King.

Song: Accompanied by xylophones

"HE HAD A DREAM"
Author Unknown

  F   F F F   F   G-F   E
There was a man, a gentle man

 C   A   A   A   A   G   F   G
Who gave up his life for his land

 C   A   A   A   A   A B^b G   F   E
He reached out his hand to touch every heart

 C C   C   C   C B^b A B^b
For he knew that we'd understand

C   C   C   C   D   C B^b B^b B^b C
This man had a dream that someday for all

B   A   A   A   G   F   G
The bells of freedom would ring

 C   F   F   F   A A CCF
His dream will become reality

F   G   A   A   A G F   G   F
And his name is Martin Luther King

(C indicates C above middle C)

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan
(3-5 class sessions)

I. BEHAVIORAL OBJECTIVES

To develop an understanding of the civil rights movement and why it was necessary.
To be able to explain the terms boycott, non-violence, freedom march, civil rights, unconstitutional.

II. MATERIALS

Biographies on King's life
Encyclopedias and other reference books
Posters and pictures from magazines, books
Martin Luther King, Jr: The Story of a Dream
Song: "He Had a Dream" by Ruth Manier. Reprinted with permission. (See Appendix A.)

III. PROCEDURES

A. Motivational and Initiatory Activities
Display of pictures on King's life

B. Developmental Activities
Listen to stories about Dr. King
Acting out the play in the text **Martin Luther King, Jr.: The Story of a Dream**, June Behrens
Gather information to be put in booklet form on the life of Dr. King
Learn and play song "He Had a Dream"

C. Culminating/Summarizing Activities
Presentation of an assembly program
Making an individual booklet on King's life and times
Booklets will be on display at the assembly program in January

IV. EVALUATION

A. Procedures used to evaluate students' understanding
Group discussion
Completion of worksheet

B. **Analysis/Reflection by teacher**
Observation of pupils understanding and acceptance of all people and the right of all Americans to be accepted as equal citizens.

Joyce Peaco
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 2

Mini-Lesson Plan #1

I. BEHAVIORAL OBJECTIVES

To understand the bus boycott in Montgomery, Alabama.

II. MATERIALS

Teacher background on bus boycott.
Book: **Martin Luther King: The Story of A Dream**, p. 7, 14-15.

III. PROCEDURES

A. Motivational and Initiatory Activities

Introduce vocabulary: boycott, arrest, unfair laws, Rosa Parks, protest, Montgomery, Supreme Court

B. Developmental Activities

Develop the lesson by reviewing pages 14-15 in the Farris book and read **Martin Luther King Jr.: The Story of A Dream** by June Behrens to the class. This text is ideal in helping children below fourth grade to understand the life and times of Dr. King. Help pupils to understand that certain sections of the city buses were reserved for whites only. If a black person sat in that section, they were breaking the law and could be arrested. Dr. King told the people that the law was unfair. He tried to talk to city leaders but the law was not changed. He told the people to stop riding the buses. Let them think and discuss how this hurt the bus company. Explain that the boycott lasted over a year (381 days) and finally in December of 1956, the U.S. Supreme Court ruled that the laws in Montgomery were unfair.

C. Culminating/Summarizing Activities

The following questions can be used to develop lesson but can also be used as a summary of learning:

- Who is Rosa Parks?
- Where is Montgomery?
- What is a bus boycott?
- How did Dr. King help the people of Montgomery to change bad laws?

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Discussion and answers to questions

Joyce Peaco
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 2

Mini-Lesson Plan #2

I. BEHAVIORAL OBJECTIVES

To gain knowledge about Martin Luther King's background and ideals.

II. MATERIALS

See Unit resource materials.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Introduce vocabulary: minister, civil rights, nonviolence, college, Boston, Atlanta, Ghandi, NAACP, Constitution.

B. **Developmental Activities**
Develop the lesson by reading background material from the resources listed. Stress that Dr. King's desire to help black people came from his father. He listened to his father's sermons. Explain that Dr. King saw his father try to change laws by defying "whites only" signs. Explain the term civil rights. Help pupils to understand that these rights were guaranteed a long time ago to all citizens in the Constitution. Show a picture of the Constitution and explain how men developed these laws a long time ago when our country was formed.

Locate India on the map and explain that this was the birthplace of Ghandi. Explain that he believed in nonviolence and led the people of India in peaceful protests. Explain the term "protests" and how the people changed conditions without force.

Locate Boston and Atlanta on the map and explain that Dr. King lived in both places. Let them find out which place is his birthplace. Help them to understand the purpose of the NAACP and what the letters stand for.

C. **Culminating/Summarizing Activities**

Following questions can be discussed as reading is done, but can be used as summary of understanding also:

- What did Martin Luther King want to do?
- Why did he become a minister?
- Where did he get the idea of nonviolence?
- Who is Mohandas Ghandi?
- What country was he from?
- Why did black people need help at this time in America?

Joyce Peaco
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 2

Mini-Lesson Plan #3

1. BEHAVIORAL OBJECTIVES

To gain an understanding of Martin Luther King's life.

II. MATERIALS

See Unit Plan

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Introduce vocabulary: slavery, segregation.

B. **Developmental Activities**
Develop the lesson by telling pupils about segregation and separate facilities for different people. Explain that the color of one's skin kept black people from being allowed at public playgrounds, restaurants, ball games except in certain areas. Use the book by Christine King Farris for background information.

Emphasize that Dr. King's parents taught him to stand up for what he believed was right.

C. **Culminating/Summarizing Activities**
Questions to develop lesson:
. What was life like when Dr. King was a boy?
. What did he learn about his country when he was young?

Joyce Peaco
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 2

Mini-Lesson Plan #4

I. BEHAVIORAL OBJECTIVES

To gain understanding of Martin Luther King's life.

II. MATERIALS

See Unit Plan.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Introduce vocabulary: Freedom march, Lincoln Memorial, Washington, DC., speech, crowd.

B. **Developmental Activities**
Develop the lesson by rereading pages 18-25 in the Behrens text. Let pupils act out the march. Stress that this was the biggest public demonstration by a group of people in the history of the U.S. Locate Washington, DC on a map. Explain why the Lincoln Memorial was a good place for Dr. King to talk about equal rights and freedom. Explain that Dr. King's speech on that day in Washington, DC has become famous. Read the part on p. 23 in the Behrens text. A good reader may be able to read pages 22-23 of the "I Have a Dream" speech in the above text. Display pictures of the march in the Behrens and Farris text.

C. **Culminating/Summarizing Activities**
Questions to develop lesson:
. Where did the people come from?
. Where is the Lincoln Memorial?
. Why did the marchers carry signs?
. What did Dr. King preach about?

Joyce Peaco
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 2

Unit Plan

I. DATA

A. **Topic:** Black History Studies

B. **Number of lessons**: as needed

II. GENERAL PURPOSE OF UNIT (GOAL)

To become acquainted with black leaders, especially Martin Luther King, Jr.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will relate idea of MLK "Dream" to their "dreams", selves and world.
Students will gain knowledge of black leaders through variety of activities.

IV. MATERIALS AND RESOURCES

Library resources.
"I.Have a Dream" film and other appropriate films.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Discuss readings about other black leaders.

B. **Audio-Visual**
Movies from local libraries.

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)
Bulletin Board ideas. Theme: "We Have a Dream." Have children write about their own dreams. Have a child draw a picture of Dr. King and place the creative writing all around the picture.

I. **Other**

Role-play.

Research reports on black leaders (emphasize difficulties encounters and how opportunities have changed for minorities).

Learning center-match leaders with contributions to society.

Creative writing

J. Curtis
D. DeLeva
E. Feeney
L. Graff
Maple Lane Elementary
Brandywine School District
Newark, DE

SUBJECT AREA: All GRADE: 2

Unit Plan

I. DATA

A. **Topic**: Dr. Martin Luther King

B. **Number of lessons**: 5

II. GENERAL PURPOSE OF UNIT (GOAL)

To help students understand and appreciate the contributions of Dr. King.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will write and illustrate three facts about Dr. King's childhood.
Children will color and construct a mini-book.
Children will act out a story ending.
Children will complete a variety of worksheets which include matching words and pictures, filling in blanks and coloring.
Children will learn and sign a song.
Children will create and illustrate a personal dream for a better world.
Children will design a banner or poster to honor Dr. King.
Children will write a poem or story about Dr. King.

IV. MATERIALS AND RESOURCES

A bulletin board display of pictures and clippings on Dr. King.
A display of library books and magazine articles.
Frank Schaffer skillsheets.
Words and music to "Sing about Martin" and "Rainbow Song." (See Appendix A)
A variety of art supplies.

V. ACTIVITIES TO CELEBRATE Martin LUTHER KING BIRTHDAY

A. **Readings/Literature**

1. **Famous Friends**, Candace B. Wells and Jeri A. Carrol.
2. **Martin Luther King, Jr.: A Picture Story**, Boone-Jones.
3. **Meet Martin Luther King, Jr.**, de Kay.
4. "I Have a Dream," Highlights Magazine, Jan. 1985, pp. 32-33.
5. **The Mini Page**, Betty Debnam, Universal Press Syndicate, Jan. 8, 1984.

6. **A Man for All People.**
7. **Open-end Stories**, Jean Brambs, Grade Teacher, April 1969, p. 123.
8. Available books from school library

B. **Music**
1. "Rainbow Song," Patti Shimomura and Janet Shibuya, Creative Teaching Press. (See Appendix A)
2. "Sing about Martin," "Miss Jackie" Weissman, Instructor, January 1984.

C. **Art**
1. Original drawings, banners and posters

D. **Puzzles/Games**
1. X and O review game

E. **Other**
1. A variety of skillsheets, color sheets and teacher-made tapes to be used as center activities or independent work activities.

VI. EVALUATION

A. **Of students**
1. Monitoring written assignments and oral discussions
2. Teacher-made test

B. **By teacher**

Observing the sharing of ideas and enthusiasm of children which has been generated by the discussions and written activities on Dr. Martin Luther King, Jr.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies/L.A. GRADE: 2

Lesson Plan #1

I. BEHAVIORAL OBJECTIVES

Children will write and illustrate three facts about Dr. King`s childhood.

II. MATERIALS

Display of pictures and clippings
Dr. King: A Boy with a Dream
Crayons and story paper

III. PROCEDURES

A. Motivational and Initiatory Activities

Use picture display to encourage children to share ideas, knowledge about Dr. King.

B. Developmental Activities

Read **Dr. King: A Boy with a Dream**
Discuss Dr. King's early childhood and compare it to student's life now.

C. Culminating/Summarizing Activities

Children will write 3 sentences about Dr. King's early life and illustrate the sentences.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Check above assignment for understanding.

B. Analysis/Reflection by teacher

Children should be able to recall facts and make comparisons about Dr. King's childhood and their way of living.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies/Art GRADE: 2

Lesson Plan #2

I. BEHAVIORAL OBJECTIVES

Children will color and construct a mini-book about Dr. Martin King.
Children will act out an ending to an open-end story.

II. MATERIALS

Mini-book worksheet (Frank Schaffer Publications)
Crayons, scissors, staples.
Open-end story.

III. PROCEDURES

A. Motivational and Initiatory Activities

Pass out mini-book sheets.

B. Developmental Activities

Read and discuss mini-book worksheet.
Focus on the achievements of equal rights for everyone. What does it mean and how does it relate to us in our daily lives?
Provide an open-end story and have children act out an appropriate ending.

C. Culminating/Summarizing Activities

Follow the performances with a group discussion of what happened and why.
Construct mini-book (Can be done as independent seat work.)

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Group endings to story should reflect positive interpretations based on Dr. King's beliefs.

B. Analysis/Reflections by teacher

Children should show an understanding of Dr. King's beliefs and be able to apply them to their own life.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies/Music GRADE: 2

Lesson Plan #3

I. BEHAVIORAL OBJECTIVES

Children will sing song "Sing about Martin."
Children will match words and pictures about Dr. King.

II. MATERIALS

Worksheets - How Did Martin Luther King Work for Peace?
Martin King Worked in Non-Violent Ways
Scissors, paste and crayons.
Words to "Sing about Martin." (Instructor Magazine, January 1984, p. 119)
Article - A Man for All the People

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Learn and sing "Sing about Martin"

B. **Developmental Activities**
Read and discuss A Man for All the People

C. **Culminating/Summarizing Activities**
Complete the two worksheets

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Successful completion of worksheets

B. **Analysis/Reflection by teacher**
General observation of children's enthusiasm in singing song and completing written assignment.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: S.S./L.A./Art/Music GRADE: 2

Lesson Plan #4

I. BEHAVIORAL OBJECTIVES

Children will write about and illustrate their personal dream for all people.

II. MATERIALS

Words to "Rainbow Song." Reprinted with permission. (See Appendix A.)
Worksheet - Martin Luther King, Jr. "I Have a Dream."
Story paper and crayons.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read words to "Rainbow Song" and introduce worksheet.

B. **Developmental Activities**
Discuss the meaning of Dr. King's famous words "I Have a Dream...".
Focus on some problems in our world and life today and what can be done to make the world a better place for all people.

C. **Culminating/Summarizing Activities**
Children will write about and illustrate "a dream" that they might have to make the world a nicer place to live for all people.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Check above assignment for understanding.

B. **Analysis/Reflection by teacher**
Successful completion of assignment.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: S.S/L.A./Art GRADE: 2

Lesson Plan #5

I. BEHAVIORAL OBJECTIVES

Children will choose to write a poem or story, create a banner or poster honoring Dr. King which shows some important contribution that Dr. King made for the people.

II. MATERIALS

A variety of writing and art materials.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Play X and O game to review lessons on Dr. King. Children are divided into two groups. They will answer questions and the group which answers the most questions correctly wins. A grid is put on the board and numbered from 1 to 9. Children choose number and teacher asks corresponding question. Grid numbers may be added to when numbers are completed.

B. **Developmental Activities**
Review Game X and O

C. **Culminating/Summarizing Activities**
Children will choose to write a poem or story, create a banner or poster which depicts an important aspect of Dr. King's life.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Success with game and project

B. **Analysis/Reflection by teacher**
Successful completion of task chosen. Children will enjoy sharing their project with other class members.

Evelyn Markley
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 2

Unit Plan

I. DATA

A. **Topic:** "Famous Americans"

B. **Number of lessons:** 10

II. GENERAL PURPOSE OF UNIT (GOAL)

To introduce "Famous Americans" whose birthdays are celebrated in January and February.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To become aware of famous Americans and show understanding of their contributions.

IV. MATERIALS AND RESOURCES

See specific lesson plan.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Read **Martin Luther King, Jr.** and discuss
Read poem as choral reading
Read "I Have A Dream" and "A Man with A Dream," discuss

B. **Audio-Visual**
View and listen to filmstrip and cassette

C. **Speakers/Panels**, etc.

D. **Music**
Listen to "Martin Luther King", song and sing along

E. **Art**
Picture of MLK to color
Poster of hands
Mini-book to color

VI. EVALUATION

A. See Lesson Plan.

Marilyn Weiler
J. R. Downes
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plans

(At least 2 lessons depending on time per period)

I. BEHAVIORAL OBJECTIVES

To highlight and to become more aware of the life of Dr. Martin Luther King and his contribution to contemporary life.

II. MATERIALS

Minibook (Frank Schaffer Publ.)
Books: **Martin Luther King, Jr.**, Margaret B. Young
Filmstrip and Cassette: "Martin Luther King, Jr.", Margaret Boone-Jones
Music: "Martin Luther King", Theresa Fulbright
"Martin Luther King Jr.: An Album", Jeanne A. Rowe
Stories: "I Have a Dream" (Highlights for Children, Jan. 1985); "A Man with a Dream" (Frank Schaffer Schooldays, Nov/Dec/Jan 1984)
Poem and picture of Martin Luther King

III. PROCEDURFS

A. Motivational and Initiatory Activities

Filmstrip and cassette (day 1); story (day 2)

B. Developmental Activities

Day 1

1. Discussion: Peace, togetherness, and brotherhood (discussion of film).
2. Read Poem: choral read (each child has copy)
3. Color picture: ditto picture

Day 2

1. Song (on cassette) listen and sing along
2. Cut and color mini book

C. Culminating/Summarizing Activities

1. "I Have a Dream" (discussion of children in picture and story.
2. Drawing hands for "A Dream of Peace"

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Discussion outcomes
Art activities

Marilyn Weiler
J. R. Downes
Christina School District
Newark, DE

MAKING A POSTER "A DREAM OF PEACE"

Materials: Assorted construction paper, scissors, chart paper and pencils

Using various colors of construction paper (various colors of skin) each student will trace his or her hand on the paper and cut it out. Hands are then placed in a circle on chart paper. In the center of the paper write the words "A Dream of Peace" (use large cut out letters).

Contributed by:
Phyllis Miles

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan
George Washington Carver

I. BEHAVIORAL OBJECTIVES

The pupil will be able to write a few sentences about the derivatives of the peanut as a result of George Washington Carver's research.

II. MATERIALS

U.S. map (political folding map)
Book: **George Washington Carver**, Samuel and Beryl Epstein
Raw sweet potatoes; peanuts in shell; plastic spoons; napkins; and peanut butter.

III. PROCEDURES

A. Motivational and Initiatory Activities

1. Note to pupils the State of Alabama (subject's birthplace) on U.S. political map placed before the class.
2. Present pupils with raw peanuts in the shell and sweet potatoes. Mention that these food items have hundreds of uses and were discovered by one man named George Washington Carver.

B. Developmental Activities

Episode 1: Biographical background of the conservationist/educator with the aid of book illustrations.

Episode 2: On a table or desk, the different food items would be placed from which a discussion of some of the hundreds of developed used would be held.

C. Culminating/Summarizing Activities

The pupil will review some of the common uses of the peanut plant today.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Written (few sentences) statements enumerating the derivatives of the peanut.

B. **Analysis/Reflection by teacher**
The children appeared interested in the lesson (especially with the items available to illustrate the many uses of the peanut).

Nina Petro
East Fallowfield Elem. School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The children will know who Martin Luther King, Jr. was and when he lived.
They will become aware of the civil rights movement at which took place in the 50's and 60's.
They will hear his speech which began "I Have a Dream" and respond to it.

II. MATERIALS

Book: **Martin Luther King: Man With A Dream**, Weekly Reader Book, 1985.
Article "I Have a Dream". Pictures and excerpt from speech given by Rev. King on August 28, 1963 at Lincoln Memorial in Washington, DC. from Highlights Magazine Jan 1985.
Poster from Instructo Corp, McGraw Hill, 1973.
Poster picture of Dr. King with a choir behind him.
King Coloring Book Biography, Lewis Publishing Co., 1984.

III. PROCEDURES

A. Motivational and Initiatory Activities

Put up posters of Rev. King.
Make a bulletin board with pictures and captions.

B. Developmental Activities

1. Summarize book **Man With a Dream** to class. Show pictures. Ask children what they know about Dr. King.
2. Read "I Have a Dream" excerpt from "Highlights" Jan. 1984. Discuss what he meant and what it means to us today.
3. Pass out pages from King Coloring Book (run off on copy machine) for each child. Put a cover on. Staple pages together. Have individuals read story captions aloud.

C. Culminating/Summarizing Activities

Let children color the pages in the booklet they made. Have those who can, write their own story to go along with pictures.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Class discussion. Oral question period.

B. **Analysis/Reflection by teacher**
Students become extremely interested in life of Dr. King. They discuss him with their parents and derive benefit of their parents experience. They have many questions about the civil rights movement. This often leads to a valuable history lesson.

Rita Greer
Duquesne Elementary School
Duquesne Public Schools
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will be able to answer questions pertaining to Dr. King's contributions to the Civil Rights Movement.

II. MATERIALS

Worksheets
Filmstrip: "Martin Luther King Jr."

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

The students will view a filmstrip tracing Dr. King's life and the contributions he made to society. A class discussion will follow discussing his life's dream.

C. Culminating/Summarizing Activities

Class discussion.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Worksheets.
Class discussion:
  Dr. King's dream to make America a better place to live,
  All people should live in harmony.

Second Grade Teachers
Green Valley
East Allegheny School District
N. Huntingdon, PA

SUBJECT AREA: Social Studies **GRADE: 2**

Unit Plan

I. DATA

A. **Topic**: Prejudice and segregation, American history, personal experiences.

B. **Number of lessons**: 6 to 8

II. GENERAL PURPOSE OF UNIT (GOAL)

Children will have greater knowledge of, and appreciation of injustice and unfairness of arbitrary prejudice.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will have knowledge and appreciation of some of the individuals and groups who worked for civil rights.

IV. MATERIALS AND RESOURCES

Children's library books (M. L. King, Rosa Parks, Harriet Tubman, etc.)
Worksheets and puzzles, records and tapes as suggested below.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Biographies as listed above.
Reading worksheets - M.L.King, Jackie Robinson, Roberto Clemente

B. **Audio-Visual**
Records, tapes of black music - old & new (include spirituals, activists songs, "Respect" by Aretha)

C. **Speakers/Panels, etc.**
Dramatize story of Montgomery bus boycott.

D. **Music**
Records, tapes, as above. Sing "We Shall Overcome," "Kumbaya," "I'd Like to Teach the World to Sing," etc.

E. **Art**
Make self-portrait, showing as accurately as possible all appearance characteristics. Stress pride in self.

F. **Puzzles/Games**
Word search, games and words.

G. **Community/Outside Groups**
International Institute - speakers who tell how they were treated in other countries and in the U.S.

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**
Choose an arbitrary characteristic to divide children: e.g., blue eyes, left-handed, wearing jeans and practice discrimination. Have all children experience the powerful and oppressed situations. Develop appreciation for the suffering of people treated unjustly.

VI. EVALUATION

A. **Of students**
Discussion, participation.
Observe discussion and participation, art activity.

Anne Marie Silva
Pfeiffer-Burleigh
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Children will know facts concerning Rosa Parks and the Montgomery bus-boycott; children will know what laws and practices have changed since then; will have understanding of how individual action, group action can change community.

II. MATERIALS

Story of Rosa Parks and the boycott; script for dramatizing, minimal props.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read or tell story of Rosa Parks.

B. **Developmental Activities**
Discuss feelings, actions of characters, relate to children's concept of "fairness." Assign roles, act out story.

C. **Culminating/Summarizing Activities**
Perform play for an audience (another class, parent group, etc.)

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Discussion, dramatic play.

B. **Analysis/Reflection by teacher**
Children, black and white, appear to really appreciate the injustice of "Jim Crow" laws, have empathy with characters.

Anne Marie Silva
Pfeiffer-Burleigh
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

After reading selected book, the class will be able to state one fact discussed in the book.

II. MATERIALS

I Am A Man: Ode to Martin Luther King, Jr.
Ditto (picture of Martin Luther King).

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read book to children.

B. **Developmental Activities**
Discuss. Have children recall at least one fact from story.

C. **Culminating/Summarizing Activities**
Color picture of Martin Luther King.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

B. **Analysis/Reflection by teacher**

T. Galica
Philip Murray School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies **GRADE:** 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To teach the spelling of MARTIN LUTHER KING, JR.
To emphasize some major events in Dr. King's life.
To present some of his beliefs through quotes from his speeches.

II. MATERIALS

Information Sheets on Dr. King
Pictures of Dr. King
Books:
  Martin Luther King, Jr., Beth Wilson and Floyd Sowell, 1971.
  Martin Luther King, Jr., Margaret Boone-Jones, 1968.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Ask children for any details they know about Martin Luther King, Jr.

B. **Developmental Activities**
1. Read books to the class.
2. Develop concept of significance of worldwide recognition through awards and honors.
3. Memorize parts corresponding to letters in Dr. King's name sequentially.

C. **Culminating/Summarizing Activities**
Illustrate one idea Dr. King might want you, as a second grader, to remember today. Print the idea on the paper with the picture.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Group discussion about the reasons we honor Dr. King today.

B. **Analysis/Reflection by teacher**

Sunnyside Elementary
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Introduce children to the life of Dr. Martin Luther King.

II. MATERIALS

Pictures of Dr. King
Pictures of Dr. King's family

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

Each phase of his life is explained and discussed to make it relevant to the children.
Children make a bulletin board of his life.

C. Culminating/Summarizing Activities

Children draw a mural about his life.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Children given a quiz to see how well they recall the facts of Dr. King's life.

B. Analysis/Reflection by teacher

Mrs. Brenda G. Turner
Turner Elementary School
Wilkinsburg School District
Wilkinsburg, PA

SUBJECT AREA: Social Studies GRADE: 2

Unit Plan

I. DATA

A. **Topic:** Martin Luther King Birthday Celebration

B. **Number of lessons**: No less than 7

II. GENERAL PURPOSE OF UNIT (GOAL)

To create an awareness of Martin Luther King, Jr. and his accomplishments.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To understand who Martin Luther King was.
To understand his accomplishments.
To introduce other famous Black Americans.
To understand through cause/effect what he believed in.

IV. MATERIALS AND RESOURCES

Books
Filmstrips
Study Prints.
Martin Luther King, Jr.: His Dream and Life.
Coloring Book of Martin Luther King, Jr. (to be duplicated).

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Martin Luther King, Ed Clayton.
Martin Luther King, Jr., Lillie Patterson.

B. **Audio-Visual**
Filmstrips with cassettes: "Martin Luther King", "The Dream Awake."

C. **Speakers/Panels, etc.**
News Special on Cable TV - Guest Speakers

D. **Music**
Related songs ("We Shall Overcome," etc.)

E. **Art**
Make a mural of events in Martin Luther King's life.

F. **Puzzles/Games**
Role play certain important events of Martin Luther King's life. Game like Jeopardy, seeking questions to given answers, crossword and wordseek puzzles.

G. **Community/Outside Groups**
Guest speakers from community - on cable TV.

H. **Combination Projects** (Involving two or more of above areas)
Dramatization of events in Martin Luther King's life, combined with art, readings, literature, audio-visual.

I. **Other**

VI. EVALUATION

A. **Of students**
Test on material presented. Drawings of events taught. Classroom discussions. Role playing. An original short play of some highlights of Martin Luther King's life.

B. **By teacher**

Karen Herrmann
Evans Elementary
William Penn School District
Yeaden, PA

SUBJECT AREA: Social Studies **GRADE:** 2

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Create an awareness of who Martin Luther King was
Be aware of his accomplishments
Understand how Martin Luther King helped change America
Realize how he wanted to maintain peace

II. MATERIALS

Visual and audio tapes.
Picture of Martin Luther King.
Timeline (on board and at desks).
Paper, rulers, mural paper.
Martin Luther King, Jr. Coloring Book.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Have class listen to part of a tape by Martin Luther King. As the tape is being played, have his picture displayed.

B. **Developmental Activities**
Discuss who Martin Luther King was and highlight his achievements. Choose 4 or 5 achievements and put on board (on a time line). Each child will copy time line at desks. Also see "Additional Suggested Activities."

C. **Culminating/Summarizing Activities**
Have a discussion about the time line and review Martin Luther King's accomplishments that were listed on time line.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

1. Ask questions about the achievements that are listed on time line.
2. Have class draw a picture/pictures of the accomplishments of Mr. King that highlighted the time line.
3. Could ask class to make a mural based on time line (of highlights of accomplishments).

Karen Herrmann
Evans Elementary
William Penn School District
Yeaden, PA

ADDITIONAL SUGGESTIONS:

Activity 1:

Draw a picture of Martin Luther King, Jr.
Print one sentence about Martin Luther King, Jr. below your picture.

Activity 2

Word-picture paper -> print 6 vocabulary words that have to do with Martin Luther King, Jr. in the box on the paper. Draw a picture to tell about each of the vocabulary words.

Activity 3:

Teacher will duplicate coloring book about the life of Martin Luther King. Class will read booklet and color pictures. Will make a creative cover.

Activity 4:

Take part of Martin Luther King's name and think of words to match his name:

Example:

K ind
I nvolved
N onviolent
G reat

Karen Herrmann
Evans Elementary
William Penn School District
Yeaden, PA

SUBJECT AREA: Music/Social Studies GRADE: 3

Lesson Plan

1. BEHAVIORAL OBJECTIVES

The children will demonstrate their understanding of Martin Luther King's work by singing a song, "The Dream of Martin Luther King." The lyrics refer to King's famous, "I Have a Dream," speech. Students will also experience the emotion of King's cause through expressive singing and literary readings of black American poet, Langston Hughes.

II. MATERIALS

Poem by Langston Hughes, "Dreams"
Song, "The Dream of Martin Luther King."
Speech by Martin Luther King, "I Have a Dream." (Appendix A)
Xylophone instruments, visual of words on overhead projector.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Give the song more meaning by having children read the speech or parts of the speech and discuss King's dream for the future.

B. **Developmental Activities**
Teach the xylophone part first. Echo-sing the song to teach the words and melody. Add accompaniment. Read the poem expressively.

C. **Culminating/Summarizing Activities**
Finally, perform the entire song with the instruments, and read one verse of the poem after each refrain of the song.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Ask the children to name some of the dreams King had that were stated in the song.

B. **Analysis/Reflection by teacher**

This lesson seems to create the same feeling of love and brotherhood that King worked so hard to achieve in his day. This lesson will take more than one class period to complete. Another song to consider for the lesson is "He Had a Dream," by Ruth Manier (Appendix A).

Leslie W. Burt
Lancashire Elementary School
Brandywine School District
Wilmington, DE

THE DREAM OF MARTIN LUTHER KING

Verse 1

Once there was a man who talked about the promised land
He reached out and took the troubles of the people in his strong black hands.
He had a dream that everybody ought to hear the bells of freedom ring.
Now the people shout and sing about the dream of Martin Luther King.

Refrain

Sing the dream, the dream of Martin Luther King.
Sing the dream, the dream of Martin Luther King.

Verse 2

In his dream he saw the people of this land walking side by side
White man, Black man, Red man, Yellow man, loving one another with pride.
Now he's gone away before the day his dream became a real thing.
But he'll hear the angels sing about the dream of Martin Luther King.

Middle Section

He was (rest, rest) a man who loved peace.
And he found (rest, rest) a faith and belief.
He preached (rest, rest) that violence was wrong.
And he knew (rest, rest) the fight would be long.
He talked (rest, rest) about a new day.
But he walked (rest, rest) a dangerous way.
He knew (rest, rest) it was troublesome
But he sang (rest, rest) we shall overcome.

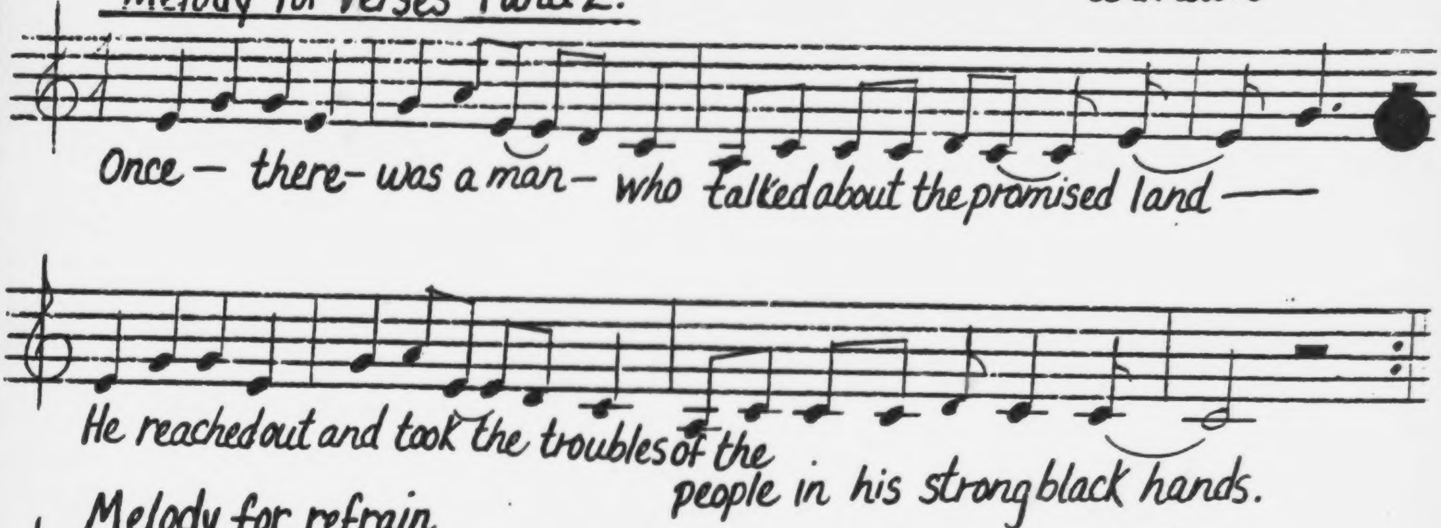
Refrain

Oh the dream, the dream of Martin Luther King.
Oh the dream, the dream of Martin Luther King.

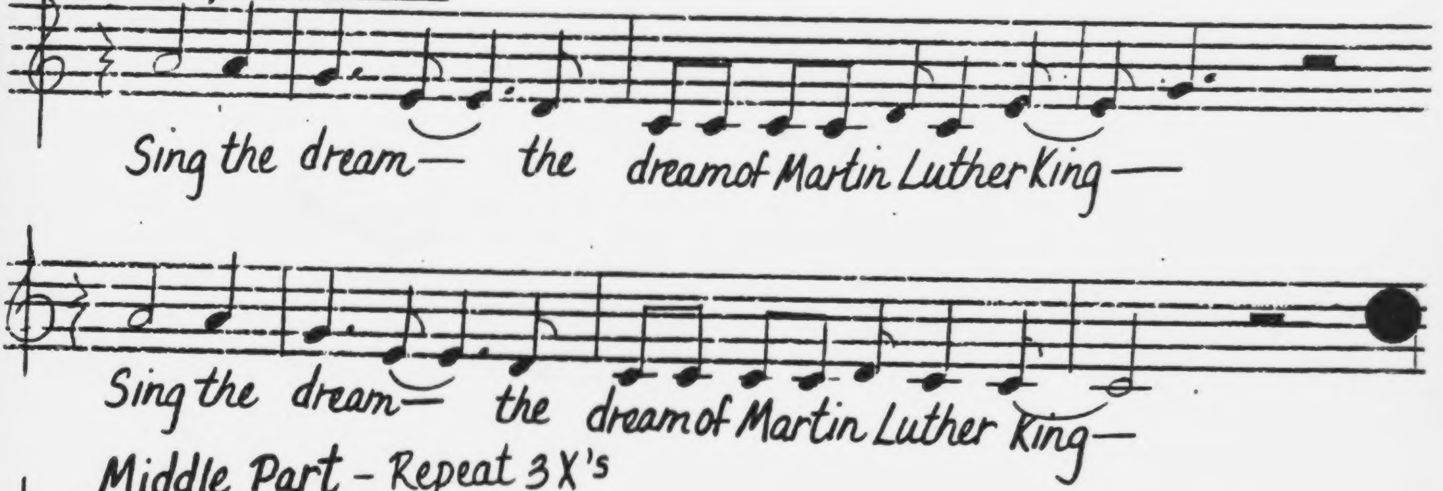
"The Dream of Martin Luther King"

Composor
Unknown

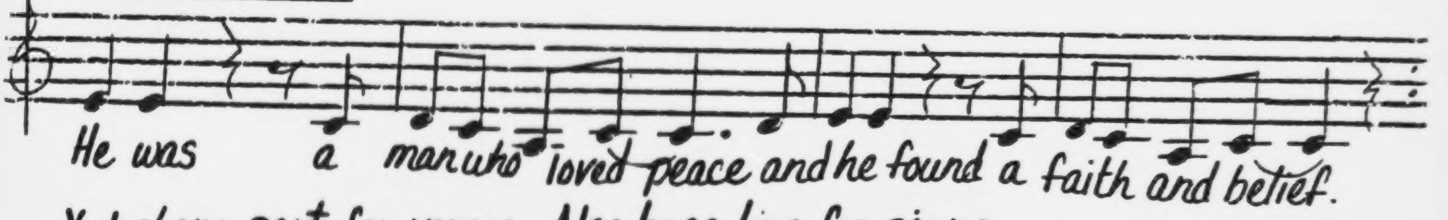
Melody for verses 1 and 2.


Once — there- was a man- who talked about the promised land —
He reached out and took the troubles of the
people in his strong black hands.

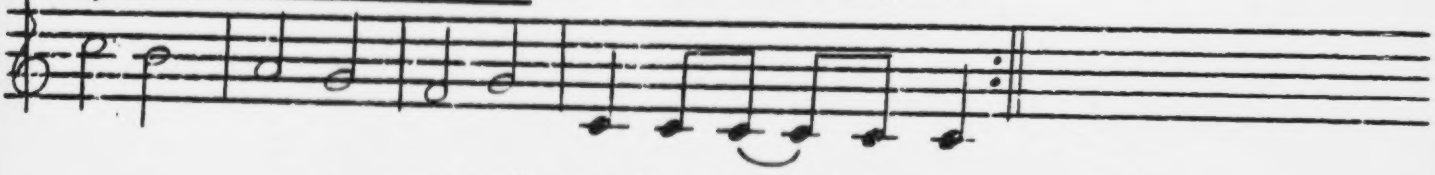
Melody for refrain


Sing the dream — the dream of Martin Luther King —
Sing the dream — the dream of Martin Luther King —

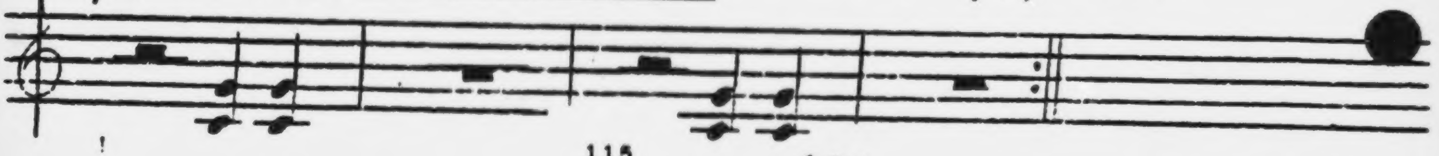
Middle Part - Repeat 3X's


He was a man who loved peace and he found a faith and belief.

Xylophone part for verses. Also bass line for piano.



Xylophone part for Middle Section. Children play on rests.



SUBJECT AREA: Social Studies/English **GRADE:** 3

Unit Plan

I. DATA

A. **Topic: Famous Black Americans**

B. **Number of lessons:** 20

II. GENERAL PURPOSE OF UNIT (GOAL)

To show students the contribution of blacks to our society
To make students aware of what civil rights are and their importance to each person

III. SPECIFIC BEHAVIORAL OBJECTIVES

To develop an awareness of pride in the many contributions of black Americans
Encourage student inquiry
To supplement any multimedia program
To give special help with a particular concept (such as black women in politics)

IV. MATERIALS AND RESOURCES

Life Magazine, 1968, plus prior edition to show the growth of the Civil Rights Movement
Instructor Magazine, January 1985
Martin Luther King, Jr.: His Life and Dream, Christine King Farris. Ginn and Co., 1986.
Famous Black Americans, John T. Marcet King
Instructor Curriculum Materials, #WC 951-020, Jackson, TN 38301, IC #462-Webcor Costello
Encyclopedia
Dr. Martin Luther King, Jr.: Man of Peace, Lillie Patterson
Records and tapes of
  Martin Luther King, Jr.'s speeches
  Music composed or performed by black Americans
Ebony, Jr. Magazine
Jokes from Black Folks: An Anthology of Jokes, Puns, Riddles, and Sayings (gr. 2-8), Haskins, James.
A Special Bravery, Johnston, Johanna (gr. 2-5)
Black Photographer and Film Maker, Harmon, Terry, Gordon Parks (gr. 3-6).
They Showed the Way: Forty American Negro Leaders, Rollins, Charlenae
America's First Black Poetess, Fuller, Miriam Morris (gr. 3-6)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See Materials and Resources

B. **Audio-Visual**
Record of his speeches
Slides of the marches

C. **Speakers/Panels, etc.**
Students
Members of city and county government, etc.
Ministers

D. **Music**
Songs associated with the civil rights movement

E. **Art**
Visit to the Afro-American Museum in Philadelphia

F. **Puzzles/Games**
Word searches
Fill-ins

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**
Presentation of the Martin Luther King, Jr. Program "I Had a Dream"
Reports on various aspects of Dr. King's life
Observation of understanding of civil rights, vocabulary, and ideas of Unit Plan

Janet M. Laws
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies/English **GRADE:** 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To introduce black Americans as contributors to the society.
Develop writing skills
To summarize learning by putting together a class book on famous black Americans.

II. MATERIALS

Biography and autobiography books on black Americans.
Afro-American encyclopedia
World Book Encyclopedia
Posters on black Americans that will be used in writing student reports
Records and tapes of the person's speeches, works and the like

III. PROCEDURES

A. Motivational and Initiatory Activities

1. Discussion of biographies and autobiographies
2. Have students "adopt" one of the poster personalities. This will be done in groups of two or three students.
3. Have students read a selection from a biography or autobiography of a special black American
4. Make a large bulletin board and divide it into areas of sports, music, art, literature, business, politics, and entertainment. Have students bring in pictures and/or articles for the sections. These will be used later as part of our discussion groups
5. Discuss black culture and the many different ways blacks have contributed to the American heritage

B. Developmental Activities

1. Students will research information on their "adopted" poster personality
2. Where required, students will listen to tapes and records
3. Students will write a rough draft of the report for a meeting with the teacher
4. To discuss progress, etc.

C. **Culminating/Summarizing Activities**
   1. Presentation of reports to fellow classmates and/or school at an assembly
   2. Booklet will be presented for display at the Martin Luther King, Jr. assembly.
   3. Any additional materials complèted by the students will be placed in the school lobby for the public
   4. Reports, in form of a classroom book, will be on display at our school-wide program for Dr. Martin Luther King, Jr.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
   1. Discussion of contributions
   2. Discussion of civil rights

B. **Analysis/Reflection by teacher**
   1. Acceptance and enthusiasm of the students
   2. Better awareness of the rights of all individuals.

Janet M. Laws
Lombardy Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 3

Unit Plan

I. DATA

A. **Topic:** Dr. Martin Luther King, Jr.

B. **Number of lessons:** 10

II. GENERAL PURPOSE OF UNIT (GOAL)

The students will learn about Dr. Martin Luther King, Jr.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Read the material
Discuss the material
Do the activities
Recite the speech on video tape

IV. MATERIALS AND RESOURCES

Martin Luther King, Jr.: His Life and Dream, Christine King Farris. Ginn and Co., 1968.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See above.

VI. EVALUATION

A. **Of students**
Papers will be corrected.

B. **By teacher**
Peaceful behavior will be observed.

Veronica D. Vansant
Maple Lane Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan

1. BEHAVIORAL OBJECTIVES

The students will read the material in lesson 1 with teacher.
The students will discuss the material
The students will do the activities.
The students will practice saying Dr. King's speech.

II. MATERIALS

Martin Luther King, Jr.: His Life and Dream, Christine King Farris, Ginn and Co., 1986.

III. PROCEDURES

A. Motivational and Initiatory Activities

Write about an adult you know, and tell why you admire him or her.

B. Developmental Activities

Read lessons in book and do the activities
- Vocabulary
- Reviewing the facts
- Reviewing main ideas
- Complete the sentences

C. Culminating/Summarizing Activities

The students will recite a few sentences of Dr. King's speech "I Have a Dream" and the teacher will video tape it and play it back for the students. The students will work toward peace in the classroom and a class Nobel Peace Prize can be presented. (Over 10 lessons)

IV. EVALUATION

A. Procedures used to evaluate students' understanding

1. Activities will be corrected
2. The students will act peacefully. The teacher will observe them at school.

Veronica D. Vansant
Maple Lane
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies/L.A. **GRADE:** 3

Unit Plan

I. DATA

A. **Topic:** Dr. Martin Luther King, Jr., A Man of Peace

B. **Number of lessons:** 2-5, depending on number of resources used.

II. GENERAL PURPOSE OF UNIT (GOAL)

To show how Dr. Martin Luther King, Jr. handled adverse situations in a peaceful manner during the course of his life.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To define the word "peace".
To state several ways in which Dr. King demonstrated his peaceful manner.
Study the important contributions made by King to America's cultural heritage.

IV. MATERIALS AND RESOURCES

Books, records, filmstrips, pictures and articles
- **Martin Luther King: The Peaceful Warrior**, Ed Clayton
- **Martin Luther King, Jr.: Man of Peace**, Lillian Patterson
- **Meet Martin Luther King, Jr.**, James T. deKay
- **Martin Luther King, Jr.: The Story of a Dream**, June Behrens
- **20th Century Black Personalities**, The Instructor Publications
- **Achievements of Black Americans**, Hayes School Publication Co., Inc.
- **The Black American, Past and Present**, Duplicating Workbook and Transparencies, Hayes School Publishing Co., Inc.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
See above, and related comprehensive questions, writing responses, reports, and timeline.

B. **Audio-Visual**

View and discuss filmstrips:

"A Team for Everyone," Clearvue, Inc. filmstrip and cassette.

"Martin Luther King, Jr. Day," Encyclopedia Britannica, filmstrip and cassette.

"Martin Luther King, Jr.," The Teaching Resources Films, filmstrip and record.

"Image Makers," Instructional Materials Eyegate, filmstrips and cassettes.

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**

Draw pictures of important life events.

Art project of family members, church, happiness events, and symbols of "invisible wall"

F. **Puzzles/Games**

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

Completed Writing Assignments, projects, and end of unit test.

S. Allen
C. Sassaman
P. Reed
. Buckolew
. Hamlett
May B. Leasure School
Christina School District
Newark, DE

130

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Identify Dr. Martin Luther King, Jr.'s family members.
Identify some of Dr. King's interests as a small child.
Define segregation, slavery and invisible walls.

II. MATERIALS

Book: **Martin Luther King, Jr.: Man of Peace**, Lillie Patterson.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read Chapter 1, Words and Walls

B. **Developmental Activities**

1. Comprehension questions (suggested comprehension questions attached).
2. Play a game: invite only the children who are wearing pants to play. After the game is over ask the children who were not invited to play how they felt.

C. **Culminating/Summarizing Activities**

1. Divide a (12 x 18) piece of construction paper into four parts using a marker. In one square ask the children to draw a picture of Martin and his family members. In the second square ask the children to draw a picture of a church and label the name of Martin's Church. In the third square draw a picture of Martin doing what he did when he felt happy. In the fourth square instruct the children to draw pictures of signs that martin saw that made him feel that there was an invisible wall.
2. This book can be completed by reading the remaining chapters, asking comprehension questions and assigning various assignments which relate to the chapter being covered.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Answers to questions and discussions, completion of picture.

SUGGESTED COMPREHENSION QUESTIONS

1. What state did Martin live in?

2. What is the name of the city that Martin lived in?

3. What is the name of the street that Martin lived on? What did the Negro people call the street?

4. Was Martin a happy or a sad child?

5. When Martin was happy what did he feel like doing?

6. What did Martin's father do at the church that he and his family belong to?

7. What did Martin's mother do at the church?

8. What was the name of the church that Martin and his family belonged to?

9. How many brothers did Martin have? How many sisters did Martin have?

10. Besides Martin's mother, father, sister and brother who else lived in the King home?

11. Who did Martin enjoy playing with?

12. What happened when Martin and his playmates began school?

13. How did Martin feel?

14. Who told Martin about slavery?

15. What is slavery?

16. Do you feel that slavery was right or wrong?

17. What does the word separate mean?

18. What are invisible walls?

19. What are some of the signs that Martin remembered seeing as he grew older which reminded him of the invisible walls?

20. What does the word segregation mean?

21. When Martin was not playing baseball or football what are some of the other things he liked to do?

22. Martin's father had a firm rule about playing, working, reading and thinking. Do you know what the rule was?

23. What did Martin plan to use as a weapon against the invisible walls?

P. Reed
S. Allen
May B. Leasure School
Christina School District
Newark, DE

SUBJECT AREA: L.A./Math GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

After a week of related activities, 90% of the children will be able to tell at least five facts about Martin Luther King.

II. MATERIALS

Booklet of materials by teacher.
"Freedom for All: You Can Grow Up To Be Like Him" (Frank Schaffer Publishers);
"Martin L. King's Birthday" (Continental Press, p. 16).

III. PROCEDURES

A. Motivational and Initiatory Activities

Worksheet titled "Freedom for All." Answer and discuss questions.

B. Developmental Activities

Reading and Spelling: Children will complete a crossword puzzle and word search, sequencing activity, numbers and letters.
Math-Addition puzzle.

C. Culminating/Summarizing Activities

Play entitled "You Can Grow Up To Be Just Like Him."
Children will have a keepsake booklet of Dr. Martin Luther King, Jr.

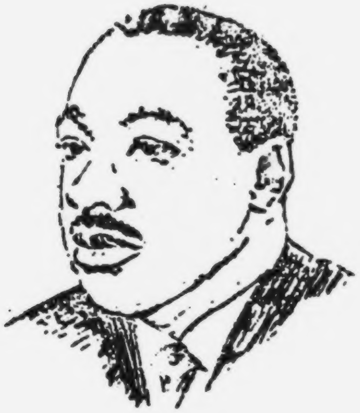
IV. EVALUATION

A. Procedures used to evaluate students' understanding

True/False Quiz, Verbal discussion.

Elva Brooks
Karen Knight
LaVerne Waters
Jennie Smith School
Christina School District
Newark, DE

DR. MARTIN LUTHER KING, JR.



January 15

1929–1968

WORD SEARCH

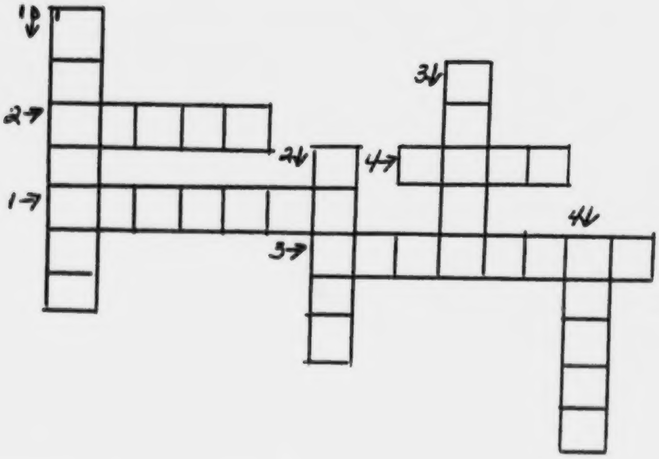
Find the words below. They may be down, across, or diagonal. On the back of this paper, see if you can write 3 sentences using all eleven words.

C	F	L	U	T	H	E	R	Y
N	O	B	E	L	S	E	E	X
J	M	N	O	K	T	M	T	Z
M	A	R	T	I	N	B	S	P
R	I	C	H	N	O	B	I	E
E	V	W	R	G	F	J	N	A
A	T	L	A	N	T	A	I	C
W	C	G	L	O	V	E	M	E
M	B	L	A	C	K	T	U	V

Martin
King
Atlanta
Black
Read
Nobel

Luther
Minister
Love
Peace
White

MARTIN LUTHER KING, JR. CROSSWORD



Across

1. City in Georgia
2. Peace Prize he won
3. He was a _____ in the Baptist Church
4. He wanted black people and white people to be treated the ______

Down

1. Month in which he was born
2. The famous 54-mile walk from Selma to Montgomery, Alabama was a ______ for justice and equality
3. He believed in _____ and love
4. Another name for a black person

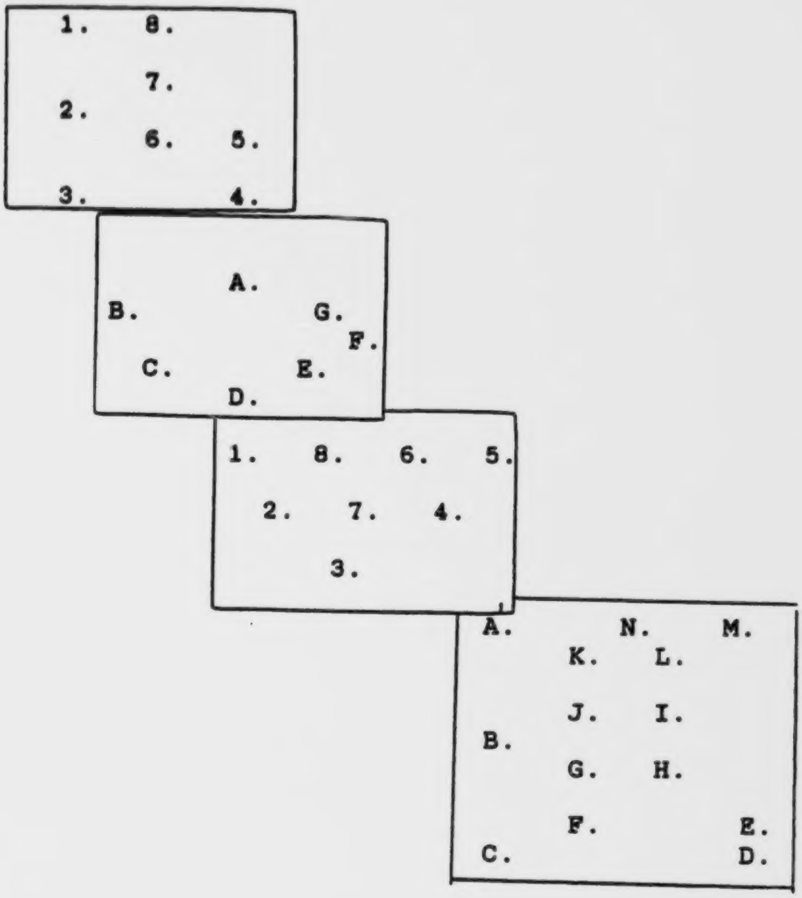
WORDSEARCH

A	M	P	R	U	D	G	I	C	E	T
S	A	N	D	R	E	A	M	V	M	H
T	R	C	E	D	R	E	A	E	A	E
H	T	B	R	G	E	T	K	R	R	C
G	I	E	A	I	R	N	I	G	O	I
I	N	L	O	S	L	O	N	E	T	D
R	L	U	T	H	E	R	G	O	C	U
L	S	O	R	G	E	N	B	R	O	J
I	J	T	V	J	R	O	R	G	D	E
V	C	O	R	E	T	T	A	I	S	R
I	E	C	A	E	P	N	A	A	C	P
C	B	R	E	V	E	R	E	N	D	A

Nobel
Martin
Coretta
Martin
Luther
Love
Doctor
Negro
Reverend

Prejudice
NAACP
Civil Rights
King
Peace
Dream
Oslo
Georgia
Jr

Martin Luther King was born on January 15. We remember him because he helped people. connect the dots to find Martin's gift to all.


1. 8.
7.
2.
6. 5.
3. 4.
A.
B. G.
F.
C. E.
D.
1. 8. 6. 5.
2. 7. 4.
3.
A. N. M.
K. L.
J. I.
B.
G. H.
F. E.
C. D.

How much do you know about Dr. Martin Luther King, Jr. Take this quiz. Check your answers! True or False.

___ 1. Martin Luther King was black.
___ 2. He grew up in the State of New York.
___ 3. He liked to go to school to learn.
___ 4. Martin's father was a reverend.
___ 5. Martin was a reverend.
___ 6. Dr. King, Jr. was a medical doctor.
___ 7. When he was little, he was a newspaper boy.
___ 8. He liked school so much, he tried to go to school when he was five (not six).
___ 9. Martin Luther King went to college.
___ 10. White people never supported Martin Luther King.
___ 11. King believed "For White Only" signs were fair.
___ 12. He married a lady named Coretta.
___ 13. Martin Luther King believed blacks should be treated as second class citizens.
___ 14. NAACP stands for the National Association for the Advancement of Colored People.
___ 15. Dr. King believed in love and peaceful change.
___ 16. King led black people on freedom marches.
___ 17. People went on freedom walks to show they were against unfair things.
___ 18. Dr. King led black people to win dignity for themselves and respect from other people.
___ 19. Prejudice means being kind to people.
___ 20. "We Shall Overcome" was a movie Dr. King directed.
___ 21. King won a war medal.
___ 22. Dr. King is alive today.
___ 23. Dr. King went to Oslo, Norway to receive a peace prize.
___ 24. Dr. King was the youngest person to win the prize.
___ 25. Dr. King was the only Negro to win the prize.

Answers: All statements are true except:

2. He grew up in Georgia. Later, he did live in the North, but eventually returned again to the South.

6. No, his doctorate was in education enabling him either to teach at colleges or lead a church.

10. Some white people supported him, as well as blacks.

11. Absolutely not! He believed everyone should be treated the same.

13. Some blacks had been treated like second class citizens. He believed this was wrong. No one should be a second class citizen.

19. Prejudice means judging someone or something before taking the time and care to learn all of the facts.

20. This was a freedom march song.

21. No, he was a believer in non-violence and won the Nobel Peace Prize.

22. No, he was assassinated.

25. No, he was the second Negro to win the Nobel Award for Peace. (The first was Dr. Ralph J. Bunche.)

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will recite important events during King's life.
Students will understand King's peaceful approach to justice and freedom for all Americans

II. MATERIALS

Filmstrips about Martin Luther King, Jr.
Biographies from library
Martin Luther King, Jr., Golden Gate Junior Books

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Read **Martin Luther King, Jr.** and discuss.

B. **Developmental Activities**

1. Read biographies on King's life. Write a book report.
2. Have the students find out what the Nobel Prize is and name other winners of this honor.
3. Compare King's life to the life of Frederick Douglas, Malcom X and other prominent black leaders.
4. Make a timeline showing important accomplishments in King's life.
5. Draw pictures of important events during King's life.

C. **Culminating/Summarizing Activities**

1. Review filmstrips and book reports written by students.
2. Share pictures and timelines.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Written test

C. Sassaman
Leasure School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies **GRADE:** 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students should be able to describe some of the reasons why Martin L. King, Jr. was a great leader.
Students should be able to develop an awareness of the life story of Martin L. King, Jr.
Students should be able to develop an awareness of pride from the many contributions of Martin L. King, Jr.
Students should be able to tell the difference between an autobiography and a biography.
Students should be able to do independent research work.
Students should be able to tell the real meaning of the King Holiday.
Students should be able to express in their own words what Martin L. King, Jr. means to them.

II. MATERIALS

Posters of Martin L. King, Jr.
Educational Coloring and Reading Books; Magazine and newspaper articles (see Reference Suggestions List)
Reading books of Martin Luther King's Life and Achievements.
Inlay puzzles.
Ebony Jr. for children ages 6-11. Johnson Publishing Co., 820 Michigan Avenue, Chicago, IL 60605.
Patterson, Lillie. **Martin Luther King, Jr.** (grades 3-6). Champaign, IL. Gerrard Publishing Co., 1969.
American Vision Magazine - Special Edition of Dr. Martin Luther King's Life and Achievements.
Filmstrips, cassettes, and plays (See Suggested List)

III. PROCEDURES

A. Motivational and Initiatory Activities

Discuss glossary meanings of different terms used.

B. Developmental Activities

Give a pretest
Read a story of his life; pupils can give oral account of their knowledge of Martin L. King
Pupils can dramatize a play (**Martin L. King, Jr.: The Story of A Dream**)
Show a movie or filmstrip
Play a cassette or record with his famous speech or other events.

C. **Culminating/Summarizing Activities**

Discuss subject matter taught with questions and answer (oral review).

Have pupils do research paper or write a biography about Martin L. King.

Pupils can do a classroom or individual scrapbook.

Puzzles reviewing vocabulary, facts, and main ideas of a lesson.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Oral review, oral reports, written tests.

B. **Analysis/Reflection by teacher**

Mrs. A. Bush
Duquesne Elementary
Duquesne School District
Duquesne, PA

BIBLIOGRAPHY

Books

Brown, Roscoe C. Jr., Ph.D., **The Negro Almanac** (New York), Bellweather, 1963)

Clayton, Ed, **The SCLC Story** (Atlanta, GA, SCLC, 1964)

Hughs, Langston, **A Pictorial of the Negro in America** (NY, Crown, 1963).

King, Coretta Scott, **My Life with Martin Luther King, Jr.** (NY, Avon, 1969).

King, Martin Luther, Jr. **Free at Last** (Detroit, Motown, 1968).

Miller, William Robert, **Martin Luther King, Jr.** (NY, Avon, 1969).

Book Sets

Martin Luther King, Jr.: The Story of a Dream, M.L.K. Book-ette Set.

Black Issues Mini-Plays, set of 5 plays.

Black History, set of 6 plays.

Cassettes

The Wisdom of Martin Luther King, Jr., album of 3 records.

Free at Last: Dr. Martin Luther King, Jr., record.

Martin Luther King: 1961-1962, Vol. 1 and 2, set of 2 records.

The Great March to Freedom, record.

The Great March on Washington, record.

We Shall Overcome: Documentary of the March on Washington, record.

I Have a Dream, record.

The Sit-In Story, record.

A Knock at Midnight: A Sermon by Dr. Martin Luther King, Jr., record.

Remaining Awake Through a Great Revolution, record.

My Life with Martin Luther King, Jr. told by Coretta Scott King, set of 3 cassettes.

Gandhi, Man on Trial, record.

The Words of Gandhi, cassette.

Martin Luther King, a Peaceful Warrior, filmstrip and cassette.

Coloring Book

"Little Martin Coloring Book"

Mrs. A. Bush
Duquesne Elementary
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To introduce Martin Luther King Jr. as an historical figure.
To understand the importance of Martin Luther King Day.

II. MATERIALS

Film: "Martin Luther King Jr.", No. 30918
Social Studies Text, MacMillan Series, Grade 3, pp. 157-9.
Filmstrip and record: F.S. 482 & R80, "The Rev. Martin Luther King Jr.," 43F, 19 min. (Westinghouse Middle School Library.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
View and discuss film.

B. **Developmental Activities**
Read and discuss text pages
View filmstrip and discuss

C. **Culminating/Summarizing Activities**
Activity sheet from Social Studies text by discussion groups

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Students' understanding of objectives through oral discussion and written work on activity sheet.

B. **Analysis/Reflection by teacher**

Third Grade Teachers
Westinghouse Elementary School
East Allegheny School District
N. Huntingdon, PA

SUBJECT AREA: Social Studies **GRADE:** 3

Unit Plan

I. DATA

A. **Topic:** Brotherhood of all mankind

B. **Number of lessons:** 5

II. GENERAL PURPOSE OF UNIT (GOAL)

To help children understand our country is made up of many different colors of people.

To point out that the contributions of many different people and cultures makes America beautiful and unique.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To promote awareness in students of the many contributions black people have made that are part of our everyday lives.

To encourage students to recognize enriching aspects of their lives due to efforts from individual contributions.

IV. MATERIALS AND RESOURCES

Library books on Dr. King
Films or filmstrips on Dr. King
Brotherhood posters
Silhouettes of Dr. King
Learning Centers on Dr. King
Scrapbooks on Dr. King

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**

1. Read article "Man With The Dream," discuss and students will write about their dream.
2. Timeline on Dr. King listing the important dates of his life. Students will role play each event.
3. Read Book **I Have A Dream: Story of Martin Luther King**, 1986 by Margaret Davidson.

B. **Audio-Visual**

C. **Speakers/Panels, etc.**

D. **Music**
Sing "We Shall Overcome" on piano. Play record "I Have a Dream."

E. **Art**
1. Draw pictures of Dr. King during the different phases of his life.
2. Make commemorative cards bearing Dr. King image or sayings.
3. Develop a mural of Dr. King.

F. **Puzzles/Games**
1. Puzzles on words we see and hear about Dr. Martin Luther King.
2. Math code: Letters that spell Dr. Martin Luther King using math problems.

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)
1. Students will make their own individual scrapbooks about Martin Luther King.
2. Each student will be assigned a letter of Martin Luther King and a phrase to go with it. Example: M is for Minister, a God-fearing man, etc.

I. **Other**

VI. EVALUATION

A. **Of students**
Creation of projects roleplaying, games, discussions.

B. **By teacher**

Ms. Dutrieville
Ben Franklin School
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies/Art GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will be able to construct a U.S. poster displaying the different cultures through pictures.
Students will be able to verbally state term for prejudices.
Students will list and role-play various and important phases of Dr. Martin Luther King.

II. MATERIALS

Outline of map on poster board or construction paper.
Mobiles, strings and construction paper. (See Suggestions on next page.)
Props to be used with role-playing.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Cut out pictures of people from magazines.
Use mobile to list vocabulary words that relates to Martin Luther King.

B. **Developmental Activities**

1. Using the silhouette of the U.S. map, the students will paste pictures of all the people in the world. (See example of collage at end of plan.)
2. **Free to be Me**, students will select favorite pictures, express their feelings about the picture.
3. Read article to student, Martin Luther King, Jr., and discuss, ask questions.
4. Talk about Dr. King's dream. Students will write about their dreams.
5. Show filmstrip about Dr. King and discuss.
6. List important words about Martin Luther King and his life; students will construct mobiles illustrating words. (See example at end of plan.)

C. **Culminating/Summarizing Activities**
Develop classroom timeline of Martin Luther King, each important phase of his life will be put on timeline, each student will take an important date, memorize event, construct proper props and role play the part.

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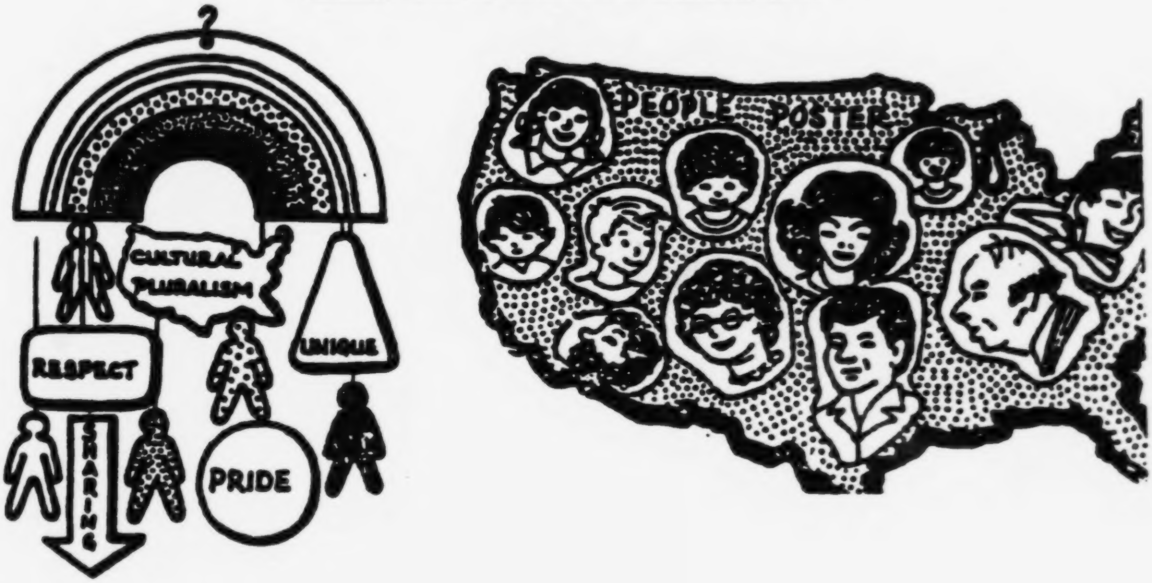
IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Mobile with vocabulary words. Students will give definitions. Crossword puzzles, codes, students will write poems. Teacher can play "Twenty Questions," by asking questions orally to the students (have students divided into two teams).

B. **Analysis/Reflection by teacher**

Examples of Mobile and Collage


?
CULTURAL PLURALISM
RESPECT
UNIQUE
SHARING
PRIDE
PEOPLE POSTER

Ms. Dutrieville
Ben Franklin School
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 3

Unit Plan

I. DATA

A. **Topic**: Black History

B. **Number of lessons**:

II. GENERAL PURPOSE OF UNIT (GOAL)

Students will become conversant with fascinating facts about famous people, places and animals.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Increasing students' curiosity about the world.
Developing skills in research, geography, science, oral language, writing in a manner that is fun and challenging.

IV. MATERIALS AND RESOURCES

Film - filmstrips
Library collections of books

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Research projects
Readings

VI. EVALUATION

A. **Of students**
Oral/written responses

B. **By teacher**
Grades of the students

David Givler
Melrose
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Aimed at increasing students' curiosity about the world while developing skills in research, geography, science, oral language, and writing in a manner that is fun and challenging.

II. MATERIALS

Library
Textbooks

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Daily discussion
Class discussion
Student projects

C. **Culminating/Summarizing Activities**
Written response

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Oral/written response
Daily classwork

David Givler
Melrose
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 3

Unit Plan

I. DATA

A. **Topic:** Martin Luther King

B. **Number of lessons:** 3

II. GENERAL PURPOSE OF UNIT (GOAL)

To read a biographical sketch of Martin Luther King
To teach two of his songs

III. SPECIFIC BEHAVIORAL OBJECTIVES

To read Martin Luther King's accomplishments (Bio. sketch)
To read his speeches and quotations
To read Martin Luther King's "I Have a Dream"
To read and sing his two songs: "We Shall Overcome", "We Shall Not Be Moved"

IV. MATERIALS AND RESOURCES

Time, April 12, 1968; **Time-Life Books**, 4/12/68.
"Biographical Sketch Pamphlet"
"Brotherhood Booklet for Activities on Martin Luther King Day."

V. EVALUATION

A. **Of students**
1. Have each child relate what they have learned about Dr. King and react to his philosophy.
2. Have each child tell what he/she can contribute in the future to enhance better intergroup relations.

B. **By teacher**
1. By observing pupils co-operation and listening to them tell what they have learned, the teacher can evaluate how much has been learned from activities.
2. Observe pupils to see if there is an active involvement in inter-group relations.

Charlotte A. Vishnesky
Melrose School
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies **GRADE:** 3

Lesson Plan #1

I. **BEHAVIORAL OBJECTIVES**

Read Biographical Sketch on Martin Luther King (his accomplishments)
Complete math exercise

II. **MATERIALS**

Story/Math Exercise taken from "Brotherhood" Pamphlet

III. **PROCEDURES**

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
   1. Answer written comprehension question to story on paper (Bio Sketch)
   2. Work each problem, find the letter equal to that answer and make a famous person's name

C. **Culminating/Summarizing Activities**

IV. **EVALUATION**

A. **Procedures used to evaluate students' understanding**
Verbal/written responses.

B. **Analysis/Reflection by teacher**

Charlotte Vishnesky
Melrose School
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 3

Lesson Plan #2

I. BEHAVIORAL OBJECTIVES

Read his speeches; quotations; and "I Have A Dream" address.

II. MATERIALS

Time Magazine, 4/12/68, Biographical Sketch, Martin Luther King Speeches, quotations.

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities
   1. Answer written comprehension questions on paper after reading "Speeches and Quotations" (from Time Biographical Sketch booklet).
   2. Answer comprehensive questions to "I Have a Dream.
   3. Create "own dream" concerning freedom by answering "Where Do I Belong" questions.

C. Culminating/Summarizing Activities

IV. EVALUATION

A. Procedures used to evaluate students' understanding
   Check verbal/written responses.

B. Analysis/Reflection by teacher

Charlotte Vishnesky
Melrose School
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies **GRADE:** 3

Lesson Plan #3

I. BEHAVIORAL OBJECTIVES

Read and sing songs to class.

II. MATERIALS

Songs from "Martin Luther King's Biographical Sketch"

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

1. Listen to song "We Shall Overcome" and repeat after teacher or record.
2. Read song "We Shall Not Be Moved" chorally.

C. Culminating/Summarizing Activities

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Students' participation.

B. Analysis/Reflection by teacher

Charlotte Vishnesky
Melrose
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: L.D. GRADE: 3-5

Unit Plan

I. DATA

A. **Topic:** Black History

B. **Number of lessons**: varies

II. GENERAL PURPOSE OF UNIT (GOAL)

To promote appreciation of the contributions of black Americans.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will state important contributions that black Americans made toward peace, industry, literature and the arts.

IV. MATERIALS AND RESOURCES

Biographies from library on black Americans

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See IV.

VI. EVALUATION

A. **Of students**
Oral discussions

Michelle LaPrade
Westinghouse
E. Allegheny School District
N. Huntingdon, PA

SUBJECT AREA: L.D. GRADE: 3-5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Help students become aware of the contributions of Black Americans.

II. MATERIALS

Picture of Dr. King
Biographies of famous Black Americans

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Prepare a bulletin board with black Americans names written on hearts.

B. **Developmental Activities**
Inside of the hearts write information about the person. Title the bulletin board "The Heart of Black History."

C. **Culminating/Summarizing Activities**
Have students read information about person and complete a worksheet of questions.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Tell about favorite person and give reasons why.
Ask appropriate questions to evaluate students.

Michelle LaPrade
Westinghouse
E. Allegheny School District
N. Huntingdon, PA

SUBJECT AREA: Social Studies **GRADE:** 4

Lesson Plan

1. BEHAVIORAL OBJECTIVES

Student will be able to explain in writing his "dream", something he would like to help happen or something he would like to help put an end to in his own world, that would be for the better of mankind.

II. MATERIALS

Copy of King's "I Have a Dream" speech and a "Living The Dream" pledge card (distributed by the Martin Luther King, Jr. Federal Holiday Commission)

III. PROCEDURES

A. Motivational and Initiatory Activities

A discussion of King's ideals and aspirations, with particular emphasis on his "I Have a Dream" speech.

In August 1963, some 200,000 persons marched on Washington to demonstrate for civil rights. The climax was this moving plea from Martin Luther King, Jr.:

> I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice...will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

B. Developmental Activities

A discussion of problems we face today in the world around us, both national and statewide.

A discussion of possible solutions to these problems.

Each student chooses something he would like to see changed in the world around him and describes this dream in writing.

Take a few minutes to think about some things you would like to see happen or some things you would like to see stopped in the world around you in the years ahead. Describe your "dream."

I Have A Dream...

C. **Culminating/Summarizing Activities**

Each student discusses his dream with the rest of the class.

Each student signs a pledge card (on January 20) committing himself to living Dr. King's dream. This card is then mailed and becomes part of the archives of The King Center.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Students' writings were examined to see if their dream would be for the better of mankind and if it reflected certain ideals of brotherhood (love, peace, understanding, etc.).

Marie Greve
Maple Lane Elementary
Brandywine School Dist.
Wilmington, DE

SUBJECT AREA: Special Education **GRADE:** 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will be able to demonstrate an understanding of Dr. Martin Luther King Jr.'s Dream and the incidents in his life which occurred in pursuit of his dream.

II. MATERIALS

Short story as told in Text - **A Hundred Eyes** (Scott-Foresman-Reading Unlimited series) pp. 60-72.
Teacher-made Bingo game (sample attached).
Student illustrations of each important event and short written descriptions.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Play the section of Dr. King's speech which includes the phrase, "I Have a Dream!"

B. **Developmental Activities**
Through discussion and finally a Pre-Test, choose 5 students to role play the Rosa Parks Bus Incident and the class discuss it. Proceed to read the story as a group. Dr. King's life with short written comments about each (this might include- "Martin As A Child in Church", "Martin Playing Basketball," "Martin and Coretta," "Rosa Parks," "The Bus Boycott," "The Supreme Court," and "1963 March in Washington, DC.")

C. **Culminating/Summarizing Activities**
Post-test is given. (See following pages)
Students may play a teacher-made bingo game with Dr. Martin Luther King Jr. memorabilia as prizes.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Post-test and Bingo.

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B. **Analysis/Reflection by teacher**

If the students can explain and appreciate why Dr. King is so special that we celebrate his birthday, then the lesson's objectives have been met. If the students can conclude that Dr. King was not just an admirable black man but an admirable man, then my pride as a teacher is justified.

Carol Mayo
P. S. duPont Elementary
Brandywine School District
Wilmington, DE

PRE & POST TESTS AND BINGO QUESTIONS

DR. MARTIN LUTHER KING, JR.

1. Separation of one group of people from another is called _____________. (segregation)

2. Where did Martin grow up? (Atlanta, GA)

3. Who did Martin marry? (Coretta Scott)

4. Where did Martin live after he was married? (Montgomery, Alabama)

5. Who refused to give up her seat on the bus? (Rosa Parks)

6. If you don't have rights, you don't have __________. (freedom)

7. What group said that segregation of buses was against the law? (Supreme Court)

8. In what city did Dr. King lead a huge march against segregation anywhere in the U.S.? (Washington, D.C.)

9. Near what famous monument did Dr. King give his "I Have a Dream" speech? (Lincoln Memorial)

10. When one person drives a group of people to and from somewhere and they take turns, this is called a ________. (car pool)

11. In what year did Dr. King make his "I Have a Dream" speech? (1963)

12. What did Dr. King say that we could say when his dream came true? (Free at Last")

13. What weapon did Dr. King tell us to use against our enemies? (love)

14. In what year did segregation of buses become a crime? (1957)

15. When the bus boycott ended and segregation of buses was declared unlawful, what did Dr. King warn his followers not to do? (boast)

16. What did the black people do to end bus segregation in Montgomery, Ala.? (Bus Boycott)

17. In what year was Dr. King shot and killed? (1968)

18. In what city did Dr. King attend and meet Coretta? (Boston, MA)

19. Martin's mother explained to him how blacks came to America as ________. (slaves)

20. Who was convicted of killing Dr. King? (James Earl Ray)

21. Before 1957, what was the rule for seating of blacks and white people on the buses in Montgomery, Ala.? (When the bus is crowded, black people stand and give seats to white people.)

22. What special award was given to Dr. King for his work for peace? (Nobel Peace Prize)

23. What was Dr. King's dream? (It will be a better world where people live together in peace and love.)

24. What was the name of Dr. King's most famous speech? (I Have a Dream)

Carol Mayo
P. S. duPont Elementary
Brandywine School District
Wilmington, DE

B	I	N	G	O
FREEDOM	SEGREGATION	1963	BOAST	JAMES EARL RAY
ATLANTA, GA	SUPREME COURT	"FREE AT LAST!"	BUS BOYCOTT	WHEN THE BUS IS CROWDED, BLACK PEOPLE STAND AND GIVE SEATS TO WHITE PEOPLE
CORETTA SCOTT	LINCOLN MEMORIAL	FREE SPACE	1968	NOBEL PEACE PRIZE
MONTGOMERY, ALA	WASHINGTON, D.C.	LOVE	BOSTON, MASS.	IT WILL BE A BETTER WORLD WHERE PEOPLE LIVE TOGETHER IN PEACE AND LOVE
ROSA PARKS	CAR POOL	1957	SLAVES	"I HAVE A DREAM!"

SUBJECT AREA: Social Studies/L.A. GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To help students understand and appreciate the contributions of Dr. Martin Luther King, Jr.

II. MATERIALS

Recordings of Dr. King's speeches: "I Have A Dream" and "I Have Been to the Mountaintop"
Duplicated copies of compiled information on Dr. King's life
Choral speaking activity, comprehension questions, true-false activity, crossword puzzle, synonym activity, seek 'n' find activity, and a creative writing activity

III. PROCEDURES

A. Motivational and Initiatory Activities

Play recording of Dr. King's "I Have A Dream" speech.

B. Developmental Activities

Ask children if they know who was speaking on the recording.
Discuss what children already know about Dr. King.
Pass out duplicated copies of information on Dr. King's life.
Ask children to read the information to see if they can find some things they did not know about Dr. King. Ask them to note the underlined words and see if they can tell what each means.
Discuss the story and definitions of the underlined words.

C. Culminating/Summarizing Activities

Play recording of Dr. King's "I have Been to the Mountaintop" speech.
Have children do the choral speaking activity on Dr. King. Assign a letter in Dr. King's name to each child and have him/her recite the speaking part for that letter.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Comprehension questions
True-False Activity
Finding synonym activity
Word Meaning Activity
Crossword Puzzle
Seek 'n' Find Puzzle
Creative Writing Activity

Laura A. Booth
Bayard School
Christina School District
Newark, DE

DR. MARTIN LUTHER KING, JR.

Dr. Martin Luther King, Jr. was born January 15, 1929 in Atlanta, Georgia. His father was a minister and his mother was a teacher. Dr. King grew up in a segregated society full of discrimination, hatred, and prejudice. He always admired his father's courage in meeting the problems of racial discrimination. Rev. King, Sr. did not allow his family to ride the segregated buses of Georgia. When Martin was very young his mother would take him on her knee and try to explain to him the divided system of the south--the segregated schools, housing, restaurants, theaters, the white and colored signs on drinking fountains, waiting rooms, lavatories--as a social condition. She always taught Martin that he was as good as anyone else. Martin did not understand why blacks were treated so cruelly. He decided that when he grew up he would try to change the way blacks were treated.

Dr. King, Jr. finished high school at the age of fifteen. In 1948, he graduated from Morehouse College in Atlanta, Georgia. It was at this time that Martin decided the best way for him to help change the way blacks were treated was to become a minister. He went to Crozer Theological Seminary in PA where he received his divinity degree in 1951. From there he went to Boston University where he met Coretta Scott. They were married in 1953. The Kings have four children. Dr. King was proud of his children and loved them very much. He did not want them to grow up under the same segregated conditions as he had.

In 1954, Dr. King became pastor of the Dexter Avenue Baptist church. In 1955, Dr. King began his civil rights crusade. He encouraged the people to register and vote and to join the NAACP. Soon a struggle began in Montgomery, Alabama between black and white people over segregation on city buses. Dr. King successfully led a boycott of buses in Montgomery, Alabama to protest the segregation of black passengers. Under Dr. King's leadership, the black people of Montgomery refused to ride in the back of the buses any longer. They would not ride the segregated buses at all. The boycott lasted for over a year. As a result of the boycott, the law was changed. In 1956, the Supreme Court upheld the desegregation of buses. During the struggle for integration on public buses, Dr. King always preached his ideas of love and non-violence.

Shortly after the bus boycott ended, Dr. King and other ministers started the SCLC-Southern Christian Leadership Conference. Its goal was to end segregation in all areas of life. SCLC worked through the courts to change the segregated laws. At the same time SCLC dramatized the plight of southern blacks by holding marches, sit-ins, prayer vigils, and freedom rides to dramatize and draw attention to the unfortunate conditions of blacks. As its leader, Dr. King walked picket lines, took part in sit-ins, led marches, sat in jail, and suffered much personal violence. Yet, he was not bitter and did not hate anyone. He said many times "Let no man drag you so low as to hate." Dr. King was a firm believer in the power of love, goodwill, and non-violence. For these leadership qualities, Dr. King was awarded the Nobel Peace Prize in 1964.

Dr. King spoke and traveled throughout the country and lead many demonstrations. In 1963, Dr. King led a march in Birmingham, Alabama to protest racial discrimination. In 1964, he led a sit-in demonstration in Florida. His most successful march was in Washington, D.C. in 1963. More than 250,000 people marched from the Washington Monument to the Lincoln Memorial. At the Lincoln Memorial, Dr. King made his famous "I Have a Dream" speech. His dream was that all people would be treated equally.

By 1965, Dr. King and his followers were faced with many difficulties. The war in Vietnam was taking the attention away from civil rights. Dr. King wanted to continue to encourage unity, so he planned a "Poor People's" march on Washington for August 1968, but he did not live to lead this march.

In April 1968, Dr. King went to Memphis, Tennessee to organize a march to help the poor sanitation workers in Memphis. Dr. King delivered his speech "I Have Been To the Mountaintop" on April 3, 1968. The next evening Dr. King was assassinated as he stood on the balcony of the Lorraine Motel.

Besides the Nobel Peace Prize, Dr. King received many honorary degrees from universities and medals from religious and civic organizations. In 1963, a national magazine chose him "Man of the Year." Dr. King also wrote five books telling about his beliefs and experiences.

Americans will always remember the work of Dr. Martin Luther King, Jr. and how he did help change the way blacks were treated. His strong leadership gave people faith and courage to be peaceful and non-violent even if others were not.

UNDERSTANDING THE STORY

Answer the following questions in complete sentences.

1. When was Dr. King born?
2. What was life like for Dr. King when he was growing up?
3. What did Martin want to do about this when he grew up?
4. How did Dr. King plan to change things for his people?
5. How old was Martin when he finished high school?
6. Name the college/university that Dr. King attended.
7. What was Dr. King's wife's name?
8. How many children did the Kings' have?
9. When and where did Dr. King begin his civil rights crusade?
10. How long did the boycott last?
12. What was the outcome of the boycott?
13. What does SCLC stand for?
14. How did SCLC members dramatize the conditions of blacks in the south?
15. In what way did Dr. King want his people to act?
16. What does nonviolent mean?
17. What was Dr. King's most successful march?
18. What was the name of Dr. King's speech at the Lincoln Memorial?
19. What was Dr. King's dream?
20. What was the last march organized by Dr. King to encourage unity?
21. Why didn't Dr. King lead this march?

22. Why was Dr. King in Memphis, Tennessee?

23. What happened to Dr. King in Memphis?

24. Why was Dr. King awarded the Nobel Peace Prize?

25. How many books did Dr. King write?

TRUE-FALSE QUESTIONS

Write T or F before each statement.

___ 1. Dr. King was born in Alabama.

___ 2. Dr. King was a Catholic Priest.

___ 3. Dr. King had four children.

___ 4. Dr. King married Coretta Scott.

___ 5. Rev. King, Sr. did not allow his family to ride the segregated buses.

___ 6. In 1955 Dr. King received his doctorate degree in theology.

___ 7. Blacks and whites had separate drinking fountains when Martin was little.

___ 8. Blacks were treated equally in the 1950's.

___ 9. Dr. King graduated from high school when he was 18 years old.

___ 10. Martin Luther King, Jr. went to Morehouse College.

___ 11. Dr. King received his divinity degree from Crozer Theological Seminary.

___ 12. Dr. King met Coretta Scott in Georgia.

___ 13. Dr. King wanted his children to grow up under the same conditions as he did.

___ 14. Dr. King was awarded the Nobel Peace Prize.

___ 15. Dr. King believed in nonviolence.

___ 16. People treated Dr. King very mean because he was black.

___ 17. Dr. King did not organize the "Poor People's March on Washington."

___ 18. Dr. King taught his people to hate those who hated them.

___ 19. The Montgomery bus boycott was successful.

___ 20. Dr. King never went to jail and his life was never threatened.

___ 21. Dr. King was assassinated in Memphis, Tennessee.

___ 22. Dr. King organized the SCLC.

___ 23. Dr. King wrote 5 books.

___ 24. The "I Have a Dream" speech was delivered in Selma, Alabama.

___ 25. Dr. King's birthday is a national holiday.

FINDING SYNONYMS

Match each word in Column A with its synonym in Column B. Write the correct letter of the synonym on the blank before each word in Column A.

Column A	Column B
1.___minister	a. fairness
2.___admire	b. campaign
3.___segregate	c. decline
4.___crusade	d. kill
5.___struggle	e. object
6.___refuse	f. togetherness
7.___protest	g. preacher
8.___unity	h. fight
9.___justice	i. separate
10.__assassinate	j. like

Word Meaning

Choose the best meaning for each word.

1. segregation
   a. separation of races
   b. community of people
   c. social changes

2. society
   a. a school
   b. a community of people living together
   c. a home

3. discriminate
   a. love for one another
   b. to treat differently because of race
   c. hate

4. civil rights
   a. rules for people
   b. students in school
   c. rights of all citizens

5. crusade
   a. a campaign for reform or improvement
   b. a march
   c. money

6. boycott
   a. a race
   b. a kind of transportation
   c. to refuse to deal or associate with

7. protest
   a. to object to
   b. to believe in
   c. to do without

8. desegregate
   a. to put an end to the forced separation of races in public places
   b. to weep
   c. a peaceful demonstration

DR. MARTIN LUTHER KING, JR.

by Laura A. Booth

Choral speaking

D is for dedicated - to you and to me
R is for reverend, a minister was he.

M is for marches he lead nonviolently.
A is for Alabama where he started his crusade.
R is for righteous a decision he made.
T is for Tennessee where he was killed.
I is for inspiration in our hearts he instilled.
N is for Nobel the peace prize he won.

L is for love he had for everyone.
U is for unity he wanted for all.
T is for tolerance of others ill wills
H is for hope from the civil rights bills.
E is for Ebenezer the church of his choice.
R is for respect he demanded in his voice.

K is for the kindness he practiced all along.
I is for the issues he believed to be wrong.
N is for nonviolence he taught everyday.
G is for great he was in every way.

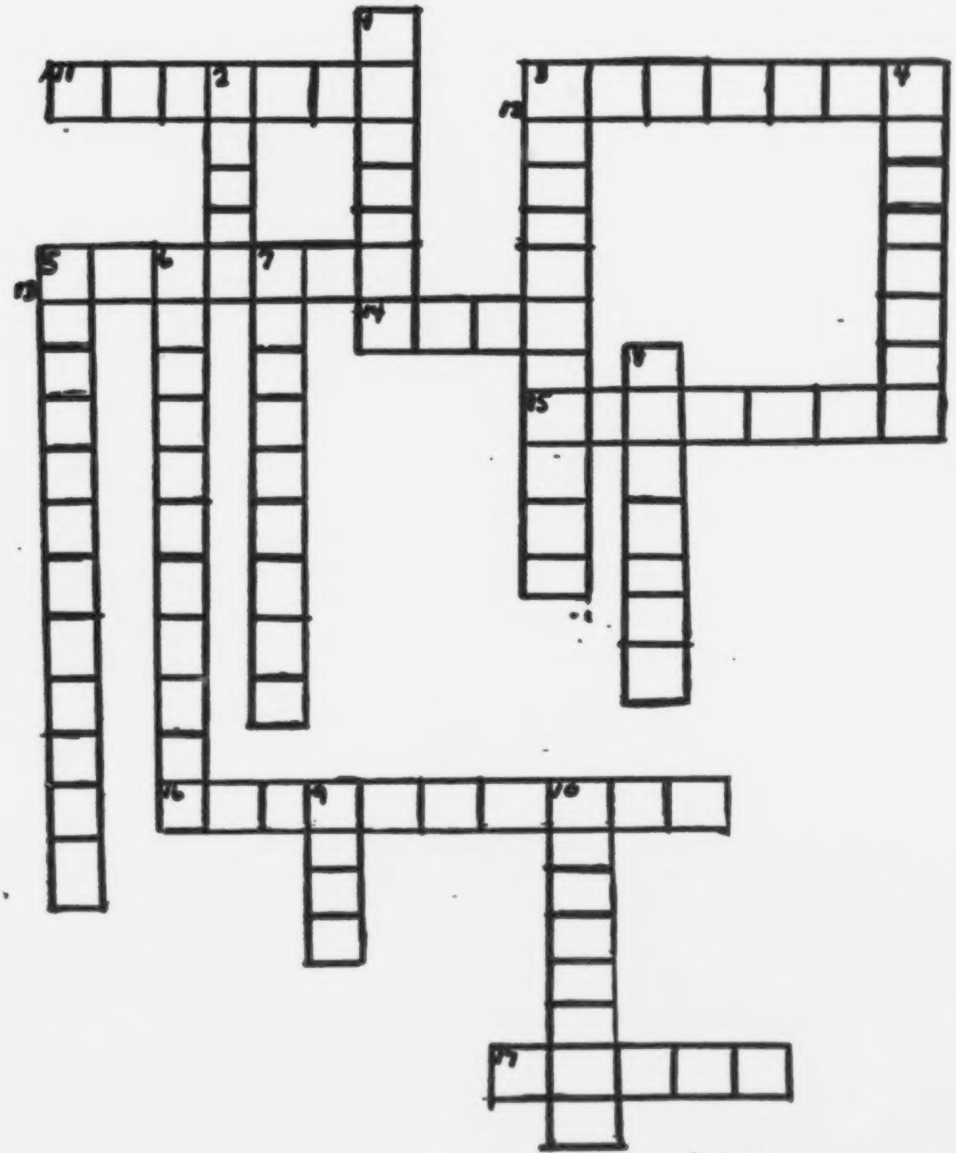
J is for justice he fought for for so long.
R is for remembrance of a man so strong.

MARTIN LUTHER KING, JR.
SEEK 'N FIND

A	D	C	D	E	F	G	J	S	M	H	B	I	L	L	S	N
C	I	V	I	L	R	J	R	E	A	L	A	B	A	M	A	O
M	S	P	L	K	E	P	N	M	R	A	N	U	L	A	M	N
I	C	R	O	Z	E	R	O	I	T	W	I	S	Y	T	K	V
N	R	O	V	N	D	I	I	N	I	S	T	T	O	L	I	I
I	I	T	E	P	O	Z	T	A	N	Q	I	R	S	A	N	O
S	M	E	T	S	M	E	A	R	L	N	S	K	I	N	G	L
T	I	S	U	C	R	V	R	Y	U	W	X	G	Y	I	Z	E
E	N	T	A	L	I	B	G	C	T	D	R	E	F	A	G	N
R	A	H	I	C	D	J	E	K	H	O	U	N	I	T	Y	T
P	T	E	N	N	E	S	S	E	E	B	E	N	E	Z	E	R
O	I	L	M	N	S	S	E	G	R	E	G	A	T	I	O	N
O	O	M	A	R	C	H	D	O	P	B	O	Y	C	O	T	T
R	N	O	B	E	L	I	N	T	E	G	R	A	T	I	O	N
Q	R	V	I	G	I	L	S	M	O	R	E	H	O	U	S	E

Alabama
Atlanta
bills
boycott
bus
civil
Crozer
desegregation
discrimination
Ebenezer
freedom rides
Georgia
integration
Jr
King (2)
laws
love
Martin Luther
Minister
Morehouse
Nobel
nonviolent
poor
prize
protest
SCLC
segregation
Seminary
sit-in
Tennessee
unity
vigil

MARTIN LUTHER KING, JR. CROSSWORD PUZZLE
by Laura A. Booth



Down
1. Month Dr. King was born
2. People refused to ride the ____
3. Citizen's rights
4. City where Dr. King was born
5. Dr. King's first and middle name
6. peaceful togetherness
7. State where Dr. King was killed
8. To refuse to deal or associate with
9. Dr. King encouraged people to register and ____

Across
11. Dr. King led a boycott of buses in Montgomery, _______
12. Dr. King's wife's name
13. Dr. King was a baptist _______
14. The bus boycott lasted for over a ___
15. State where Dr. King was born
16. A peaceful way of doing things
17. What Dr. King wanted

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SUBJECT AREA: Language Arts GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

After reading "Why We Honor Dr. Martin Luther King, Jr." students will be able to write creatively, "I Have a Dream that...."

II. MATERIALS

Dittos on Martin Luther King to color.
Background information.
Book **Martin Luther King, Jr.: His Life and Dream** by Christine King Farris

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Read story and discuss
Color in ditto picture of M. L. King and mount on large poster papers for display

C. **Culminating/Summarizing Activities**
Write on topic of "I Have a Dream that..."

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Oral discussion and written essays

Marva E. Brown
Bayard School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

I. DATA

A. **Topic** - Black History Month: A Time of Remembering and Honoring; a Dream for All Americans

B. **Number of lessons** - 10

II. GENERAL PURPOSE OF UNIT (GOAL)

To bring about an awareness of the struggles and achievements that blacks and other minorities had to endure to accomplish rights and freedom, and have a share of the American Dream.

III. SPECIFIC BEHAVIORAL OBJECTIVES

The understandings of:
The American Dream and the impact of slavery upon it.
Why we have Black History Month.
Qualities of leadership.
The principles of nonviolence.
New and revised laws enacted for blacks and minorities.

IV. MATERIALS AND RESOURCES

Classroom and library resources
Pictures: Afro American Series; NY, NY (Printed Instruction, Vertical file)
Filmstrips
Recording

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**

B. **Audio-Visuals**
McDonald's Black History Through RAP, McDonald's Corp, 1985
Singer Co., Freedom's Pledge; SVE, Ill.
Singer Co., Harriet Tubman; SVE, Ill.

C. **Puzzles/Games**
Word finds
Crosswords

VI. EVALUATION

A. **Of students**
- **Test results**
- **Puzzles**
- **Teacher made dittos**
- **Participation in group discussions**

Rebecca Moore
C. Pulaski Elementary
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan
Topic: Slavery In America

I. BEHAVIORAL OBJECTIVES

The understandings of:
What slavery is.
The effects of slavery on the oppressed and the oppressor.

II. MATERIALS

Chalk and chalkboard
Pictures (situation of slavery) series of five
Recording: "Black History Through Rap," McDonald's Corp., 1985.
Record player
Teacher-made worksheets

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Place pictures on chalkboard ledge for open viewing by students.

B. **Developmental Activities**
Draw students attention to pictures
Begin to explain effects of slavery
Define slavery
Discuss each picture
Discuss the effects of slavery on individuals of oppression as well as those who are the oppressor

C. **Culminating/Summarizing Activities**
Play the first two sections (African Pride and Harriet Tubman) of McDonald's "Black History Through Rap" recording.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Teacher-made ditto matching words and terms.
Participation in group discussion.

Rebecca Moore
C. Pulaski Elementary School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

I. DATA

A. **Topic** - Martin Luther King, Jr.: His Life and Dream

B. **Number of lessons** - 10

II. GENERAL PURPOSE OF UNIT (GOAL)

To develop understanding of why we honor Martin Luther King, Jr.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will be able to understand M. L. King's civil rights movement. Students will be able to identify specific vocabulary words.

IV. MATERIALS AND RESOURCES

Reference books:
Martin Luther King: The Peaceful Warrior.
Martin Luther King, Jr.: His Life and Dream, Scholastic News, January 10, 1986, Vol. 48, No. 13. (See Appendix A)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Scholastic News
Martin Luther King, Jr.: His Life & Dream
The Rev. Dr. Martin Luther King, Jr. (Black America)

VI. EVALUATION

A. **Of students**
Written questions and examination given by teacher.

Drew Pyle
Christina School District
Newark, DE

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To develop the understanding of why we honor Dr. Martin Luther King, Jr.

II. MATERIALS

Continental Press dittos: New Monthly Act. Units, January
The Education Center, Inc. Worksheet Magazine, Grades 4-5. January 1986, p. 27
Martin Luther King: His Life and Dream by Ginn & Co.
Martin Luther King: The Peaceful Warrior
Filmstrips: "Rev. Dr. Martin Luther King, Jr."
"Black Americans"

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Pictures, class discussions.

B. **Developmental Activities**
Filmstrips and discussion
Puzzles, games, defining vocabulary, oral and written, questions and answers

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Written examination
Recalling details

Drew Pyle
Christina School District
Newark, DE

SUBJECT AREA: Social Studies/Art/L.A.   GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To make students aware of the non-violent doctrine Dr. M. L. King tried to instill in our society

To make students aware of facts concerning Dr. King's teachings in race relations

II. MATERIALS

Books about Dr. King including **Young Martin**

Filmstrips on Dr. King/film etc.

III. PROCEDURES

A. Motivational and Initiatory Activities

Dittos offering facts on Dr. King

B. Developmental Activities

Read the book **Young Martin** in a span of a week.

Have students draw/write about a special segment of the book that interested them.

C. Culminating/Summarizing Activities

Allow students to share their drawings/stories with total class.

Share special stories with total school during Martin Luther King's Birthday.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Open discussion

Comprehension check survey of book read to class

Through discussion and/or survey, one can see if students retain information taught.

Evelyn L. Lewis
Friendship Elementary
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

I. DATA

A. **Topic:** Why do we celebrate Martin Luther King's Birthday?

B. **Number of lessons**: 5-7 days

II. GENERAL PURPOSE OF UNIT (GOAL)

The general purpose is to bring students to the realization that people are different yet have same needs, wants, dreams and rights.

III. SPECIFIC BEHAVIORAL OBJECTIVES

The students will learn and discuss Steve Wonder's "Happy Birthday"; do research on segregation, make reports.

IV. MATERIALS AND RESOURCES

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Martin Luther King: Man with A Dream, John Davidoff

B. **Audio-Visuals**
Recordings of "I Have a Dream" speech.

C. **Art**
King, Coloring Book, by Curtis Lewis

D. **Puzzles/Games**
Isolation Game-played differently each time. Traits chosen for the game are based on impersonal rather than actual physical characteristics (e.g., this morning only children wearing something blue may have a drink during lavatory break or those students with a library book with over 100 pages may have a treat during SSR. The game's purpose (though not a game in the traditional sense) is to have the children discuss their feelings when they are part of the "in" group and compare the feelings to those of the "out" group.

Mary K. Mayo
Benner Elementary School
Coatesville Area Schools
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will learn words to "Happy Birthday to You."

The students will discuss the meaning of the song and research the need to integration.

The students will write about their dreams or ideas to improve the world.

II. MATERIALS

Stevie Wonder's recording, "Happy Birthday to You"
Pictures
Books, articles related to King, Rosa Parks, etc.

III. PROCEDURES

A. Motivational and Initiatory Activities

Using Stevie Wonder's recording of "Happy Birthday" for a listening activity, we discuss how this song is different from the traditional birthday song. The question is presented "Why does this man King deserve a special birthday song?"

B. Developmental Activities

Students learn words to song and discuss its meanings.

Students research what segregated life was like.

C. Culminating/Summarizing Activities

Students report about their findings on segregation.

Students play "Isolation Game" and discuss their feelings.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

The discussions give way to an informal evaluation. Formal evaluation can be judged through reading the children's wishes for a better world.

Mary K. Mayo
Benner Elementary School
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies **GRADE:** 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To instill in students an appreciation of the role Martin Luther King played in American history.

II. MATERIALS

Activity Booklet: Teacher of Peace: The Story of Dr. Martin Luther King (Burger King)
VCR Tape - Bill Cosby, 10/30/86

III. PROCEDURES

A. Motivational and Initiatory Activities

Initiate discussion of the treatment of blacks in the South during pre-civil rights era.

B. Developmental Activities

Distribute booklets and, through reading and discussion, trace the role of Dr. King in his fight for equal rights.

C. Culminating/Summarizing Activities

Show tape of Bill Cosby Show aired on 10/30/86.
Slide presentation with guest speaker, if possible.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Written quiz on material in activity book.

B. Analysis/Reflection by teacher

Nancy Daley
Duquesne Elementary
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan
"Let No Man Pull You Down So Low"

I. DATA

A. **Topic**: A play about Martin Luther King, Jr.

B. **Number of lessons**: varies

II. GENERAL PURPOSE OF UNIT (GOAL)

To acquaint the students with the life of Martin Luther King, Jr.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Understanding of the incident that first placed Martin Luther King in a role of leadership

IV. MATERIALS AND RESOURCES

Copy of play
Timeline of events in his career

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Readings from extensive bibliography.

B. **Audio-Visuals**
Adventures in Black History, Vol. I, II, III
The Frederick Douglas Years 1817-1895

C. **Speakers/Panels, etc.**
Charlotte Jefferies - Black lawyer

D. **Puzzles/Games**
"Who Am I", The Game of Black American Trivia and Significa
Sports and the Black American - library and reference skills activity

E. **Combination Projects** (Involving two or more of above areas)
Combine Trivia game with library and reference skills activity to build background.

F. **Other**

Famous Black People - flash cards

Newspaper and magazine clippings

VI. EVALUATION

A. **Of students**

B. **By teacher**

Kenneth Weber
Westinghouse Elementary
East Allegheny School District
N. Versailles, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan
The Amistad Case

I. BEHAVIORAL OBJECTIVES

To provide insights concerning the very few alternatives available to Black Americans in the slavery era.

II. MATERIALS

Sixteen page story in cartoon format.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Conduct a mock trial.

B. **Developmental Activities**
How do you think white people in New Haven felt about black people and slavery before the Amistad Case?
What was the government's interest in the Amistad Case? Why?
Why were the abolitionists disliked even by many people opposed to slavery?

C. **Culminating/Summarizing Activities**
Following trial, write follow-up stories on the case, considering how the trial may have changed their points of view.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Have students complete worksheets provided.

B. **Analysis/Reflection by teacher**

Kenneth Weber
Westinghouse Elementary
East Allegheny School District
N. Versailles, PA

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

*Note: This is an entire school project - not just 4th grade.

I. DATA

A. **Topic:** African American History month

B. **Number of lessons**: Ongoing

II. GENERAL PURPOSE OF UNIT (GOAL)

The children will become aware of the many contributions and accomplishments of African Americans through books, magazines, reports, television, movies, speakers, etc.

III. SPECIFIC BEHAVIORAL OBJECTIVES

90% of the children in the school (grades K through 5) will make a contribution to the African American History Month murals or bulletin boards throughout the school during the month of celebration.

IV. MATERIALS AND RESOURCES

Mural paper, magic markers, index cards, school library, public library, etc.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Children will read books, magazines, flash cards, etc. to gather data. Later students will incorporate the info they compiled onto the murals and bulletin boards under the various categories.

B. **Audio-Visuals**
Film strip: "Famous Black Americans"
Records - Famous African American artist's work (vocal and instrumental)

C. **Speakers/Panels, etc.**
Director of the Erie Community Blood Bank addressed the 4th and 5th graders with a profile of Dr. Charles R. Drew (1904-1950) and his lifesaving work in the area of blood storage.

D. **Music**
African American music was taught at all levels during the weekly music classes with the music teacher.

E. **Art**
Children illustrated reports they wrote and contributed pictures of famous African Americans and what they did to the murals in the halls.

F. **Puzzles/Games**
Children pantomimed various famous African Americans for their classmates to guess.

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**
Birthday cake in 4th grade classrooms for Dr. Martin Luther King. Children sang "Happy Birthday". Ended on a solemn note with one student reading parts of the famous "I Have A Dream" speech.

VI. EVALUATION

A. **Of students**
Evident by student contributions to the murals and bulletin boards in the school hallways. Also, evident by a new understanding and pride exhibited by many kids who had found new heroes while completing their research!

Marnie Evanoff-McGeorge
Edison Elementary School
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

(See III of Unit Plan)

II. MATERIALS

Mural paper, magic markers, index cards, school library books and magazines, public library books and magazine.

III. PROCEDURES

A. Motivational and Initiatory Activities

15 foot banner proclaiming African American History Month was hung in the main hallway. Then, mural paper was attached to the walls with different headings. Actors and Playwrights, Science & Discovery, Musicians and Composers, Arts & Literature, Medicine, Politicians, etc.

B. Developmental Activities

C. Culminating/Summarizing Activities

See V on Unit Plan.

IV. EVALUATION - See Unit Plan

A. Procedures used to evaluate students' understanding

B. Analysis/Reflection by teacher

Marnie Evanoff-McGeorge
Edison Elementary School
City of Erie School District
Erie, PA

JANUARY AND FEBRUARY ARE AFRICAN AMERICANS STUDY & ACTIVITY MONTHS

This year African American Study and Activity Months will officially begin on January 15, 1986 - Dr. Martin Luther King's Birthday. There will be a variety of displays in South Hall. Plan to visit.

Room 12 students have started their projects for African American Month at Edison. They will put up wall displays and murals in South Hall and use library books to do research projects about famous African Americans.

Edison School News
January 1986
Marnie Evanoff-McGeorge
Edison Elementary
City of Erie School District
Erie, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Develop awareness of who Dr. Martin Luther King was and his contributions to America.

II. MATERIALS

Black History Month stamp ditto. Frank Schaffer's Schooldays, Feb/Mar 1985.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Use Black History Month stamp ditto.

B. **Developmental Activities**
Discuss people on ditto
Focus in on Dr. King
Ask students what they know of Dr. King
Discuss who he was and his contributions
List on board

C. **Culminating/Summarizing Activities**
Design 2 stamps of their own, one showing a contribution of Dr. King, the other featuring another famous black American.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Observation of discussion and stamps
Share stamps with each other

B. **Analysis/Reflection by teacher**

Natalie Cromie
Evergreen
Gateway School District
Monroeville, PA

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

I. DATA

A. **Topic:** Brotherhood - Using Dr. Martin Luther King, Jr. as a role model

B. **Number of lessons:** 4

II. GENERAL PURPOSE OF UNIT (GOAL)

To promote awareness in students of the many contributions of Dr. Martin Luther King, Jr. and his dream of the development of strong character, self-respect, and justice for all - regardless of one's race, sex, national origin or economic status.

III. SPECIFIC BEHAVIORAL OBJECTIVES

The pupils will be able to explain the need for brotherhood among all people and reflect behavior that will stress good human relations with all ethnic groups.

IV. MATERIALS AND RESOURCES

Time, April 16, 1963 (Dr. King's accomplishments)
Martin Luther King, Jr.: His Life, Martyrdom and Meaning for the World, William Robert Millen
Time, April 12, 1968 (speeches and quotations)
I Have a Dream: The Story of Martin Luther King, Jr. in text and pictures by editors of **Time/Life Books**
A Pictorial History of the Negro in America, L. Hughes

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Have children locate in the library biographies of Dr. King, Bunche, Bethune and Carver and read to prepare oral reports.
Have children review past issues of Ebony and Jet to find and report on news accounts of King's life and commemorative activities.

B. **Audio-Visuals**
Have class make up a list of locations of visual materials on Dr. King in the school library. Have students decide whether there is enough material, visual and written, to get to know and illustrate major phases of King's life. If materials are limited, ask school board to purchase additional items.

C. **Speakers/Panels, etc.**

Ministers or community leaders could discuss the relevancy of Martin Luther King's dream in today's society.

D. **Music**

Play appropriate recordings on theme of freedom and justice ("John Brown's Body," "Freedom"). Have students discuss their own interpretations of the song.

Select simple freedom songs and have students work up dance pantomime with songs as musical backgrounds.

E. **Art**

Have pupils draw pictures of King at different phases of his life: as a boy in church, as a school boy, as a young preacher, as a speaker, and as a Nobel Prize recipient.

Use beads, beans, paper and other materials for mosaics of King and other outstanding blacks. Mount and display.

F. **Puzzles/Games**

Math related: Create a math code using basic facts. Have pupils work out each problem and find the letter equal to the answer. Make a famous person's name (Dr. King).

Create a word puzzle using words we hear and use when learning about Dr. Martin Luther King, Jr.

G. **Community/Outside Groups**

H. Combination Projects (Involving two or more of above areas)

A, B, and C could be combined and discussed to evaluate what has been learned about Dr. King and to note the various reactions from other persons, groups, etc.

I. **Other**

VI. EVALUATION

A. **Of students**

Do they have a more positive self-image?

Can they identify contributions that Dr. King made to society?

Are students aware of Dr. King's dream of justice for all?

Do they recognize the differences as well as similarities among people?

B. **By teacher**

Do students understand the contributions of many different peoples and their cultures (social science)?

Do I, as a teacher, make judgments in advance for certain students in my class?

Can I help students learn the pain of discrimination in developing activities to show what happens? For example, what happens to all the children wearing green if I ignore them all morning? Sharing feelings helps to show how unfair it is.

Elizabeth Wiley
Marshall Elementary
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies **GRADE:** 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Pupils will be able to explain the need for brotherhood and reflect behavior that will stress good human relations with all ethnic groups using the contributions of Dr. Martin Luther King, Jr.

II. MATERIALS

Filmstrips pertaining to Dr. Martin Luther King, Jr.'s life.
Different works dealing with Dr. Martin Luther King, Jr.'s life.
Time, April 12, 1968; Time, April 16, 1963.
Past issues of Ebony and Jet for news accounts of King's life.

III. PROCEDURES

A. Motivational and Initiatory Activities
Show films and filmstrips pertaining to Dr. King's life.

B. Developmental Activities
After viewing filmstrips on King, have pupils write short summaries of content of filmstrips for presentation to class.
Have pupils locate different works dealing with life of King that library might contain.
Pupils may write original stories of the struggle for freedom, dignity and brotherhood -- men and women.
Write originals poem about Dr. King and bind into a book collection. Make stencil, duplicate, and give each child a copy. Design appropriate book covers.

C. Culminating/Summarizing Activities
Have class learn and recite together Margaret Walker's "For My People."
Have class present a choral rendition of "Lift Every Voice and Sing."
Stress the need for brotherhood daily.
Stress the importance of self-pride in one's own cultural heritage and at the same time, underscore the need for awareness of the negative side of excessive pride.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Have students relate what they have learned about Dr. King and react to his philosophy.

Have each child tell what he/she can contribute in the future to enhance better inter-group relations.

B. **Analysis/Reflection by teacher**

By observing pupils' cooperation and listening to them tell what they have learned, the teacher can gain insight into how much has been learned from activities.

Observe pupils to see if pupils have been motivated to read more about Dr. King and other men with same philosophies.

Elizabeth Wiley
Marshall Elementary
Harrisburg School District
Harrisburg, PA

SUBJECT AREA: Social Studies GRADE: 4

Unit Plan

I. DATA

A. **Topic**: Martin Luther King, Jr.: His Life and Dream

B. **Number of lessons**: 10

II. GENERAL PURPOSE OF UNIT (GOAL)

To help students understand the man whose life and work prompted the Congress of the United States to pass a bill that set aside the first holiday in honor of a black man.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will be able to:
Recall ways segregation affected Martin Luther King, Jr. as a child.
List the members of Dr. Martin Luther King, Jr.'s family.
Explain why Dr. King became a minister.
Describe the Montgomery bus boycott.
Explain Dr. King's role in the boycott.
Give examples of nonviolent protest.
Describe how Dr. King reacted when his house was bombed.
Explain why Dr. King opposed the war in South Vietnam.
Describe what the Civil Rights Acts of 1964 meant for blacks.
Describe what the Voting Rights of 1965 meant for blacks.
Identify the role President Kennedy and Johnson played in the passage of the new civil rights laws.
Describe some of the reasons why Martin L. King, Jr., was a great leader.
Explain the significance of the Nobel Peace Prize.
Describe the events leading to Dr. King's death in Memphis, Tennessee.
Describe the reactions to Dr. King's death.
Explain why the Eternal Flame burns at King Center.
Recognize why the King Center feels young people are important.
Explain why Dr. King's birthday is a national holiday.

V. MATERIALS AND RESOURCES

Pictures of family groups with three generations. Include pictures of different ethnic groups and some that show single parents with children and older family members.
Maps of the world.
Encyclopedia
Map of the United States
Photographs of the 1960's civil rights marches.
A recording of the "I Have a Dream" speech.
Graph paper
Copies of the books written by Dr. King
Recordings of Dr. King's speeches
Permanent marker (those with silver ink, if possible)
Mineral or vegetable oil
"We Shall Overcome" recording

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
I Am a Man
Martin Luther King: The Peaceful Warrior
Martin Luther King, Jr.: His Life and Dream
Martin Luther King, Jr.

B. **Audio-Visuals**
Filmstrips:
"Martin Luther King, Jr. Day"
"Martin Luther King: The Choice to Be Great"
"A Team For Everyone"

C. **Speakers/Panels, etc.**

D. **Music**
"I Have a Dream"
"We Shall Overcome"

E. **Art**
Drawing a family tree

F. **Puzzles/Games**
Mystery facts puzzle; find words puzzle; crossword puzzle, "We Are Black Kit" NRS

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**

VI. EVALUATION

A. **Of students**

The students should be able to:

- Make an oral report
- Determine the sequence of events
- Identifying family relationships by completing a family tree

B. **By teacher**

After completing this lesson, students will be able to understand why the civil rights movement gained momentum through King's leadership and how significant the achievements were.

Rhodella Heard
Kelly
Wilkinsburg Area School District
Wilkinsburg, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To acquaint students with the life of Martin Luther King, Jr.
To show how he worked to bring about full equality for all Americans
To show how we celebrate his birthday in the U.S.A.

II. MATERIALS

Book: **I Am A Man**
Large picture of Dr. Martin Luther King, Jr.

III. PROCEDURES

A. Motivational and Initiatory Activities

Display picture of Dr. King, ask students if they know who it is.

B. Developmental Activities

Read the book **I Am A Man**: Ode to Dr. King. Assign each student a verse to be memorized from the book.

After the verse is memorized the students with teacher's help will add impromptu actions to tell the story.

C. Culminating/Summarizing Activities

When all parts are learned, with created actions added, the students will perform before an audience.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

The student will be able to state who Dr. King was and one thing he did.

B. Analysis/Reflection by teacher

Rhodella Heard
Kelly
Wilkinsburg School District
Wilkinsburg, PA

SUBJECT AREA: Social Studies GRADE: 4

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Children will become aware of the characteristics Dr. King possessed.

II. MATERIALS

Worksheets of Dr. King's life and family
Filmstrips

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Class discussion are held on the following words: greatness, principles, goals and dedication.
Booklets are made of Dr. King's life.

C. **Culminating/Summarizing Activities**

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Worksheet, fill in the blanks, is used to evaluate understanding.

B. **Analysis/Reflection by teacher**

Mrs. Ernestine Howard
Turner Elementary School
Wilkinsburg School District
Wilkinsburg, PA

SUBJECT AREA: Social Studies GRADE: 4-5

Unit Plan

I. DATA

A. **Topic:** Martin Luther King, Jr.

B. **Number of lessons:** 5

II. GENERAL PURPOSE OF UNIT (GOAL)

To introduce children to the aspirations and dreams that Martin Luther King Jr. had for his people and what he had to do in order for his dreams and aspirations to be realized.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will be able to visually identify Martin Luther King Jr.
Children will be able to verbalize important biographical facts about Martin Luther King, Jr.
Children will be able to verbalize what Dr. King's dream was for his children and other children
Children will identify important events that correspond with Martin Luther King, Jr.
Children will draw portraits and write poems about Martin Luther King.
Children will relate events of present day struggle of Africans and Afro-Americans with those events of the past.

IV. MATERIALS AND RESOURCES

"I Have A Dream" speech
Filmstrips, posters
"Color Me Brown"
"Little Martin Coloring Book"
Also see materials below.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Review and discuss selected events in Dr. King's life.
Read and display books, picture biographies of Dr. King.

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B. **Audio-Visuals**
Filmstrip

C. **Speakers/Panels, etc.**

D. **Music**
Teach students "movement" songs:
"We Shall Overcome"
"Ain't Goin' Let Nobody Turn Me Round"
"Oh Freedom"

E. **Art**
Poster contest
Collage of events that are prepared by students

F. **Puzzles/Games**
Color Me Brown Coloring Book
Little Martin Coloring Book

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)

I. **Other**
Birthday party honoring Dr. King
Mobiles of terms used by Dr. King

VI. EVALUATION

A. **Of students**
Completion of assigned projects and activities
Relating of objectives and goal to everyday classroom experiences

B. **By teacher**

Regina B. Holley
Carmalt
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The student will be able to recall ways segregation affected Martin Luther King, Jr. as a child.
The student will be able to explain why Martin Luther King, Jr. used the term nonviolent means.
The student will be able to describe the Montgomery bus boycott and explain Dr. King's role in the boycott.
The student will be able to give examples of nonviolent protest.

II. MATERIALS

Martin Luther King, Jr.: His Life and Dream, Ginn, 1986 by Christine King Farris.

III. PROCEDURES

A. Motivational and Initiatory Activities

Identify family relationships by completing a family tree.

- Write paragraphs about family
- Complete time lines
- Locate places on a map

B. Developmental Activities

Read booklet, listen to tapes and do the following skills:

- Using encyclopedia
- Reading schedules
- Writing paragraphs about Dr. King's life

C. Culminating/Summarizing Activities

Use puzzle to review the vocabulary, facts and main idea.
Given a word box, the students will complete sentences on Dr. King's life.
The students will memorize parts of speech "I Had A Dream."
The students will prepare a speech on civil rights.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
All papers will be corrected and graded.
Evaluation of oral presentations.
Observation by teacher of students' behavior and consideration of each other.

Harry Fox
Maple Lane Elementary
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To help students appreciate and understand who and what "Dr. Martin Luther King Jr. was all about.

II. MATERIALS

Reading on Dr. Martin Luther King (See following page)
Books on Dr. King's life (at least 5 or 6)
Pictures with written captions (to be displayed around the room)
Lined composition paper, drawing paper, crayons and pencils

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

Allow students to sit in a group of five or six students. Distribute one (1) book per group. There is to be one child (group leader) designated to show the book to the group. (Just skimming.) The student is to read the story of Dr. King's life. Allow about 20-25 minutes. If one group finishes early, you should have a list of discussion questions the group leader could ask his/her group.

C. Culminating/Summarizing Activities

Students will return to their seats. Give each student a piece of drawing paper, crayons, and composition paper.

Students are to draw a picture that stands out in their mind from the story. Using a sheet of composition paper they are to write the word "Dr. Martin L. King, Jr." vertically, skipping one line after each word.

Students should try to think of words or phrases to match each letter.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Each student will get a chance to show and explain the picture. Then tell how each letter was used and what it stood for.

Barbara A. Sudler
McCullough Elementary
Colonial School District
New Castle, DE

The following story should be read to the class, or the students may take turns reading with the teacher discussing. Then they may do the independent exercise alone. Independent Exercises (1) paint a dream; (2) magic telegram; (3) sequence of events; (4) vocabulary exercise.

####

Dr. King and some 70 of his followers were arrested and convicted for "illegally boycotting" the buses. The civil rights leader declared that his only offense was in seeking to "instill in my people a sense of dignity and self-respect." The convictions were appealed and eventually overturned. The higher court held that the segregation laws of Alabama were unconstitutional. Montgomery's city council officially declared an end to segregation on the city buses on December 20, 1956. Dr. King was among the first to ride them.

Shortly after the buses were integrated, Dr. King and a group of Atlanta ministers created the Southern Christian Leadership Conference (SCLC).

The purpose of the SCLC was to hold on to the gains made by black people through the Montgomery campaign and to continue the spirit of nonviolence in making greater gains. Dr. King was chosen president of SCLC.

The civil rights leader continued his style of direct involvement in the fight against racial segregation. Arrested more than a dozen times for taking part in demonstrations, Dr. King felt no bitterness toward his jailers nor toward those who supported the jailers. He developed a deep faith in the power of love and nonviolence in social relations. One of his favorite admonitions to his followers was this: "Let no man drag you so low as to hate."

Dr. King was an even-tempered, brilliant man, born in Atlanta, Georgia, in January, 1929. His grandfather and father were ministers.

His grandfather, Rev. A. D. Williams, helped to secure the first high school for black students in Atlanta. Martin Luther King, Jr.'s own father was the leader in the fight for the equalization of salaries for black teachers in Georgia.

Martin Luther King, Jr., sped through school, graduating from high school at age fifteen. He skipped the ninth and twelfth grades and passed the difficult entrance examination to enter Morehouse College, an all-black school, in Atlanta. After graduation from Morehouse, he attended Crozer Theological Seminary in Chester, PA. This was the first integrated school he had attended.

It was at Crozer that Dr. King became convinced that the idea of nonviolence, which Mahatma Gandhi had taught in his lifetime, could be applied to the race struggle in America. He graduated from Crozer with honors. He had been voted president of his class and had won a $1,200 grant to continue his studies at any university he chose. He chose the University of Boston to study for his Ph.D.

While studying in Boston, Dr. King met Coretta Scott, who was studying voice and piano at the New England Conservatory of Music. On June 18, 1953, they were married in the garden of the Scott family home at Heiberger, Alabama. Dr. King's father performed the ceremony.

The four King children are Yolanda, Martin Luther King III, Dexter, and Bernice.

Dr. King walked picket lines, took part in sit-in demonstrations, sat in jail cells, and suffered much. Yet he kept his belief in the power of love, goodwill, and nonviolence. He kept his faith in democracy.

His life ended suddenly in tragedy. On April 4, 1968, the civil rights leader was assassinated in Memphis, Tennessee.

Barbara A. Sudler
McCullough Elementary
Colonial School District
New Castle, DE

SUBJECT AREA: Social Studies GRADE: 5

Unit Plan

I. DATA

A. **Topic**: Martin Luther King, Jr: Life and Dream

B. **Number of lessons**: 10

II. GENERAL PURPOSE OF UNIT (GOAL)

To help students understand the man whose life and work prompted the first holiday in honor of a black man.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will recall how segregation affected life of King.
Children will define nonviolent, boycott.
Children will describe events leading to Dr. King's death

IV. MATERIALS AND RESOURCES

Booklet: "Martin Luther King, Jr: His Life and Dream", Ginn and Co.
"Don't Think Like a Slave" by Linda K. Shaw

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Worksheets from booklet

B. **Audio-Visuals**

C. **Speakers/Panels, etc.**

D. **Music**
"We Shall Overcome"
"He Had a Dream" by Ruth Manier (Appendix A)

Mary Collado
Benner Elementary
Coatesville Area
Coatesville, PA

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The student will be able to define the term civil rights, and explain how Dr. Martin Luther King was involved in the Civil Rights Movement in the early 1960's.

Students will be able to define what the NAACP promotes.

II. MATERIALS

Textbook: MacMillan, Grade 5, pp. 141-142.

Burger King Booklet, "Teacher of Peace, The Story of Martin Luther King."

III. PROCEDURES

A. Motivational and Initiatory Activities

Start the lesson by asking the students how they would feel if they were told to give up a seat on a bus to another person, or be arrested for not doing so. This should lead to a discussion about segregation.

B. Developmental Activities

Read and discuss pp. 141-142, MacMillan, Grade 5 textbook.

Read, discuss "Teacher of Peace: The Story of Dr. Martin Luther King".

C. Culminating/Summarizing Activities

Letter puzzle...scrambled words...maze - Burger King Booklet.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Include the following questions on Social Studies test, Unit 3, Chapter 3.

How was Dr. Martin L. King involved in the civil rights movement?

What is the NAACP?

Frank Capuzzi
Duquesne Elementary
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students should recognize the name and person: Martin Luther King, Jr.
Students should know he was a civil rights leader.
Students should recognize his picture.

II. MATERIALS

Old newspapers from King's assassination
Paperback book on King

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

Class discussion about the holiday, why they're having a day off, what special day it is and why.
Give oral information on King.
Show newspapers and let kids look at them.

C. Culminating/Summarizing Activities

Have newspapers and paperback book available for anyone to read.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

B. Analysis/Reflection by teacher

Susan Mathews
Westinghouse Middle School
East Allegheny School District
North Versailles, PA

SUBJECT AREA: L. Arts **GRADE:** 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To review paragraph construction
To discuss life and achievements of Dr. Martin Luther King, Jr.

II. MATERIALS

Martin Luther King Peaceful Warrior, Ed Clayton.
Meet Dr. Martin Luther King, Jr., James DeKay.
Martin Luther King: Man of Peace, Lillie Patterson.

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Discuss Martin Luther King Jr.'s life.
Read excerpts from books.
Review paragraph structure.
Write essays about Martin Luther King.

C. **Culminating/Summarizing Activities**

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

B. **Analysis/Reflection by teacher**
My students (2) won honorable mentions in competition for their essays. Each received a cash prize. The group sponsoring the contest was National Black Child Development Institute. The culmination of this activity were the prizes the students won. The winning students read their essays to the student body over the public address system.

Mary Jo Retzer
Westinghouse Middle School
East Allegheny School District
North Versailles, PA

MARTIN LUTHER KING, JR.

Memorial Celebration

January 18, 1986

7 - 10:00 P.M.

Frick Fine Arts Auditorium

Program

Master of Ceremonies	Dr. Nelson E. Harrison
Invocation	The Rev. T. I. Pollard, Pastor Cornerstone Baptist Church
Song	Black National Anthem "Lift Every Voice and Sing"
History of N.B.C.D.I.	President Eleanor Campbell Pittsburgh Affiliate
Meditation	"I Have A Dream" Recorded Voice of Martin Luther King, Jr.
Solo	Georgia Summers
Introduction of Speaker	Dr. Eleanor Smith
Speaker of the Hour	Elmer McClung Director, Kingsley Association
Solo	Georgia Summers
Introduction of Judges	Nancy Bryant
Judges	Dr. Shirley Biggs, Univ. of Pgh. Jerry Lopes, WAMO Radio Sonya Reid, New Pittsburgh Courier

Selected Compositions
"What the Life of Martin Luther King, Jr. Means to Me"

Awards Presentation	Carvis Fisher
Remarks	Eleanor Campbell, President
Benediction	The Rev. T. I. Pollard

Refreshments Served

SUBJECT AREA: L.A./Reading GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To increase awareness and knowledge of Martin Luther King's contributions to his people and nation.

II. MATERIALS

Dr. Martin Luther King, Jr.: His Life and Dreams, Ginn Publishing Company
Weekly Reader Newspaper, Xerox Publishing Company
Scholastic Magazine, Scholastic Inc.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Classroom bulletin boards encouraged.

B. **Developmental Activities**
The Ginn material is placed in each fifth grade during January for reference and study. The weekly newspapers are shared in every elementary classroom. There is always a feature on Dr. King in the issue published for the third week in January.

C. **Culminating/Summarizing Activities**
School is released for Martin Luther King's Day so students and teachers may participate in community observances and activities.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

B. Analysis/Reflection by teacher

Fifth Grade Teachers
Chandler, Cypress, Meadowvale,
Westwood, Roxbury
Greater Johnstown School Dist.
Johnstown, PA

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will identify Martin Luther King, Jr. and other famous black Americans.

II. MATERIALS

Posters
Magazines
Troll Associates Books
African American Workshop Books
Ginn & Co.'s. **Martin Luther King, Jr.: His Life and Dream**
Encyclopedias
American Book Co., Americans and other books

III. PROCEDURES

A. Motivational and Initiatory Activities

B. Developmental Activities

During D.E.A.R. time in January and February students are directed toward the above reading materials. Class discussions are part of Social Studies. Displays of books, posters, etc. are available in classroom from mid-January through February (Black American History Month).

C. Culminating/Summarizing Activities

Students write a composition about a famous Black American.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Feedback from discussions. Composition content.

B. Analysis/Reflection by teacher

M. Lyn Engelhardt
Philip Murray School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 5

Unit Plan

I. DATA

A. **Topic**: Black Americans: A Place in History

B. **Number of lessons**: 6 from January - February

II. GENERAL PURPOSE OF UNIT (GOAL)

To make students aware of the important contributions of Black Americans and through knowledge and information to relate better with others.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Build self-esteem in Black American culture
Historical knowledge for all

IV. MATERIALS AND RESOURCES

Scholastic News, Jan. 10, 1984 (Reprinted with permission of publisher)
About Black Americans (Channing, L. Bete Co., Inc., Deerfield, MA)
Educational Insights - Carson, CA
Wm. Penn School Dist. Multicultural Resource Unit, 1981 (List of Outstanding Afro-Americans; attached)
Martin Luther King, "I Have a Dream" (See Appendix A)
Barbara Buckner Wright, "Black"
Also see below for specific areas

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See Materials and Resources

B. **Audio-Visuals**
Delaware County Intermediate Unit Instructional Materials films
Black History, Parts I-II, Mr-3-0163

C. **Speakers/Panels, etc.**
Black Political Forum, Philadelphia, PA (SH-8-4315)

D. **Music**
MP-2-7227, Afro American Music
Folk songs, spirituals ("A Way to Talk")

E. **Art**
Heritage House/Afro American Cultural Center, Philadelphia, PA

F. **Puzzles/Games**
Word searches, Cards, "Who Am I"; Black Americans Kit

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)
Presentation to other classes. Assembly as a play. Game.

I. **Other**
Fidelity Bank Calendar "Brotherhood Through Understanding" (Geo. A. Beach, Creator), 1984, Shaw-Barton.
Instructor Curriculum Materials #WC 951-020-ICM #462
20 posters, personalities, bibliography
Frank Schaffer, "Classmate Magazine"

VI. EVALUATION

A. **Of students**
Teams to play "Who Am I"
Bee for All - Champions wear a button "Super Historian"

B. **By teacher**
Oral evaluation, quiz.

Giovanna L. Eisenstein
E. Lansdowne Basics
William Penn School District
Yeaden, PA

ORAL READING PLAY OF THE MONTH

MARTIN LUTHER KING, JR.: MARCHING FOR RIGHTS

By Jerome Ruderman

In 1965, laws in many southern states made it difficult—or impossible—for black Americans to vote. Civil rights marchers—black and white—led by Martin Luther King, Jr., changed those laws without using violence.

Characters

Narrator
Albert Turner Civil rights marchers
John Lewis
Martin Luther King, Jr., Leader of the civil rights movement and a minister
Joe Smitherman, Mayor of Selma, Alabama
Wilson Baker, City police director of Selma
John Cloud, Major in the Alabama state troopers
Coretta King, Martin Luther King's wife
James Farmer, Civil rights leader

Scene One
January 2, 1965: a meeting in a chapel in Selma.

Turner: Martin Luther King is bringing the civil rights movement to Selma!

Lewis: He can help us. Did you know that there are 15,000 black citizens here? Only 300 of them are registered to vote.

Turner: The board that registers voters sure does find ridiculous reasons to keep blacks from using their right to vote.

Lewis: ...Reasons like forgetting to cross a "t" or dot an "i" on the registration form.

Turner: One question asked how many words there are in the U.S. Constitution!

Lewis: Shhh! Dr. King is about to speak.

King (*from the front of the chapel*): Our cry to the state of Alabama is a simple one. Let us vote! We are not on our knees begging for the right to register. We have that right. We are demanding to use it. We shall use nonviolent action, but we shall not give up.

Turner (*whispering to Lewis*): This is wha Martin is telling folks all across the South—t use peaceful protest marches.

Lewis: White officials are being forced t choose between listening to us or using force.

Turner: That's right. We will demand our rights as U.S. citizens—without using violence

King: Our people will march from Selma to Montgomery. The more attention we get, th more pressure the U.S. Congress will feel to make sure the voting laws are obeyed.

Scene Two
Later that month: Selma police headquarters.

Smitherman: The blacks have been coming all week to register to vote. I tell you they are organized.

Baker: They talk a lot about nonviolent protest. We should play the same game. Stop them with nonviolent law enforcement!

Smitherman: Not on your life. That will never work.

Baker: But I'll bet that's just what King wants. The march will be on network TV news. The whole world will be watching. We'll look like a gang of bullies if there's any violence.

Smitherman: All I know is that I'm not letting blacks take over the state of Alabama.

Baker: Don't worry. I'm bringing in armed horsemen to stop them. I won't let them cross the Pettus Bridge to get out of Selma.

Scene Three
March 7: on the highway from Selma to Montgomery.

Narrator: After demonstrations and marches in Selma, the marchers head for Montgomery. Martin Luther King is not with them. He plans to join them the next day. It is Sunday, and he is with his church congregation in Georgia. Now, the marchers are approaching the Pettus Bridge.

Williams: Look at that! State troopers are blocking the highway.

Turner: They're wearing gas masks and hard hats. Look at those billy clubs. There's going to be trouble.

Cloud (*through bull horn*): You've got two minutes to turn around and go back.

Turner: We aren't moving. (*For a few minutes, both sides are still.*)

Cloud (*to troopers*): Charge!

Narrator: The troopers charge into the crowd. They are swinging their clubs and snapping whips. They are throwing tear gas. Many marchers are badly hurt. Later, Clark's men ride their horses through the black districts of Selma, attacking anyone they find.

Scene Four
Later that evening: in the King home in Atlanta, GA.

Narrator: The news reports the violence in Selma. The Kings watch on their TV.

King: I should have been in Alabama.

Corretta: You are a minister, Martin. You have a responsibility to ~~your congregation.~~ the people in your church

Narrator: King returns to Selma. More violence follows. A white minister, who had come from Boston to join King, is killed.

Scene Five
March 25: at the state capitol in Montgomery.

Narrator: The minister's murder causes a storm of anger among people across the U.S. Finally, their voices are heard. Lyndon Johnson, the U.S. President, sends U.S. troops to Alabama to protect the marchers. Now King speaks before a crowd of 30,000 people—blacks and whites.

King: They told us we wouldn't get here. But all the world together knows that we are standing before the forces of power in the state of Alabama, saying "we won't let anybody turn us around...." Let us continue our triumph. Let us march on poverty. Let us march on segregated schools. Let us march on the ballot boxes. The battle is in our hands.

Think About It

1. What is nonviolent protest? How did it help Martin Luther King's cause?
2. Why is it important that all Americans have—and use—the right to vote?

OUTSTANDING AFRO-AMERICANS

Name		Birthdate/Place		
Franklin, John Hope	Scholar	1/2	1915	OK
Johnson, Mordecai W.	Scholar	1/11	1890	TN
King, Martin Luther, Jr.	Freedom Fighter	1/15	1929	GA
Williams, Daniel Hale	Scientist	1/18	1856	PA
Johnson, John H.	Businessman	1/19	1918	AR
Robinson, Jackie	Athlete	1/13	1919	GA
Hughes, Langston	Author	2/1	1902	MO
Douglass, Frederick	Freedom Fighter	2/14	1817	MD
Brown, Jimmy	Athlete	2/17	1936	GA
Williams, Paul R.	Inventor	2/18	1896	CA
Poitier, Sidney	Actor	2/20	1924	FL
Pippin, Horace	Artist	2/22	1888	PA
Anderson, Marian	Musician	2/27	1908	PA
Belafonte, Harry	Musician	3/1	1927	NY
Morgan, Garrett A.	Inventor	3/4	1875	TN
Attucks, Crispus	Freedom Fighter	3/5	1770	MA
DePriest, Oscar	Statesman	3/9	1871	AL
Washington, Booker	Educator	4/4	1839	VA
Robeson, Paul	Actor	4/9	1898	NJ
Julian, Dr. Percy L.	Scientist	4/11	1899	AL
Randolph, A. Philip	Labor Leader	4/15	1889	FL
Woods, Granville T.	Inventor	4/12	1856	OH
Ellington, Duke	Musician	4/29	1899	DC
X, Malcolm	Freedom Fighter	5/19	1925	MI
Cullen, Countee	Poet	5/30	1903	
Drew, Charles Richard	Scientist	6/3	1924	DC
Johnson, James Weldon	Poet	6/17	1871	
Chestnutt, Charles W.	Author	6/10	1858	NC
Stokes, Carl B.	Statesman	6/21	1927	OH
Heard, William H.	Statesman	6/25	1850	GA
Dunbar, Paul Lawrence	Author	6/27	1872	OH
Marshall, Thurgood	Statesman	7/2	1908	MD
Armstrong, Louis	Musician	7/4	1900	LA
Bethune, Mary McLeod	Scholar	7/10	1875	GA
Aldridge, Ira	Actor	7/24	1807	NY
Walker, Maggie L.	Businesswoman	7/15	1867	VA
Baldwin, James Arthur	Author	8/2	1924	NY
Gibson, Althea	Athlete	8/3	1927	SC
Bunche, Ralph J.	Statesman	8/7	1904	MI
Benson, Matthew A.	Explorer	8/8	1866	MD
DeBois, W.E.B.	Scholar	8/22	1863	MA
Wright, Richard	Author	9/4	1908	MS
Lawrence, Jacob	Artist	9/7	1917	NJ
Locke, Alain	Author & Educator	9/13	1886	PA
Ernst, Ernest E.	Inventor	9/15	1852	SC
Turner, Nat	Freedom Fighter	10/2	1800	VA
Lawrence, Robert H.	Explorer	10/2	1935	IL
Waters, Ethel	Actress	10/31	1900	PA
Wanneker, Benjamin	Scientist	11/9	1731	MD
Dodson, Carter G.	Scholar	12/19	1875	VA

Exact Birthdate Unknown

Abbott, Robert S.	Businessman	1870	GA
Carver, Geo. Washington	Inventor	1864	MO
LaSable, Jean Baptiste Point	Explorer	1745	Haiti
Estebanico	Explorer	16th Cent.	Morocco
Fuller, Meta Vaux Warrick	Artist	1977	PA
Handy, W. C.	Musician	1873	AL
John, Jack	Athlete	1878	TX
Louis, Joe	Athlete	1914	AL
Matzeliger, Jan	Scientist	1852	D.Guiana
Motley, Archibald J.	Artist	1891	LA
Spaulding, Charles C.	Businessman	1874	NC
Tanner, Henry O.	Artist	1859	PA
Truth, Sojourner	Freedom Fighter	1797	NY
Tubman, Harriet	Freedom Fighter	1820	MD
Williams, Bert	Actor	1876	Bahamas

Contributed by
Giovanna L. Eisenstein
East Lansdowne Basics
William Penn School District
Yeaden, PA

SUBJECT AREA: Social Studies GRADE: 5

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Dr. Martin Luther King, Jr.'s life, purpose and dreams for his race used to instigate the study of Black History, and the place of the people in American History.

II. MATERIALS

Encyclopedia-Britannica-Americana
Biographical Encyclopedia - Black Americans
Bio-pictures
Activity Sheet on "What is a Hero" (attached)

III. PROCEDURES

A. Motivational and Initiatory Activities

"What is a Hero?" Use simple definition according to Webster. "A person admired for his qualities or achievements." Ask students, "What does it mean to admire someone?"

B. Developmental Activities

Read Martin Luther King speech. Build vocabulary: minority; segregation; abolish; abuse; legal; justice; abolitionist.

C. Culminating/Summarizing Activities

Timeline (of a person or History of Blacks in America)
"Who Am I" match game of famous personalities. Points given to each team (shared with others in school).

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Identification of personalities or special dates.

B. Analysis/Reflection by teacher

Students' involvement in finding information and representing questions of identity "Who Am I" helps develop an enthusiastic attitude toward acquiring and remembering facts about people (also awakens some social awareness/injustices.

Giovanna L. Eisenstein
E. Lansdown Basics
William Penn School Dist.
Yeaden, PA

What Is A Hero?

Learning:

A hero is a person who is admired for her/his qualities or achievements.

Teacher Information:

A simple definition for hero according to Webster is "a person who is admired for his qualities or achievements."

Procedure:

Ask children:
What does it mean to admire someone?
What qualities do you admire in a friend?
Who is someone you admire?
Why do you admire that person?
What is there about that person that you admire? (a quality)
Who is a man whom you admire? Why?
Who is a woman whom you admire? Why?
Who is a child whom you admire? Why?
What are some qualities that you admire in all people?
Who has done something that you admire her/him for? Why do you admire her/him for that?

Go back now and list the qualities that were given as reasons for the admiration. Discuss them. (Be sure children understand the meanings of words.) Conclude that these people just discussed what could be considered heroes or heroines because of their qualities or achievements.

Giovanna L. Eisenstein
East Lansdowne Basics
William Penn School District
Yeaden, PA

SUBJECT AREA: Social Studies GRADE: 6

Unit Plan

I. DATA

A. **Topic:** Adjusting to verbal and physical abuse.

B. **Number of lessons:** 15

II. GENERAL PURPOSE OF UNIT (GOAL)

To determine methods of reacting to verbal and physical abuse.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To control behavior when confronted with verbal and physical abuse.

IV. MATERIALS AND RESOURCES

Records, video tapes, cassette tapes, 16mm movie, historians

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Novel: **Life of Dr. King**
Classroom books/Library:
Benjamin Banneker. Margaret Goff Clark, Garrand Publishing Co.: Champaign, IL, 1971.
Blacks in America: 1877-1932, (4 book set) Florence and J.B. Jackson, Franklin Watts, Inc.: NY, NY 10022, 1970.
Charles Richard Drew: Pioneer in Blood Research. Richard Hardwick, Scribner's Sons: NY, NY, 1967.
First Book of American Negroes. Margaret B. Young, Franklin Watt, Inc.: NY, NY 10022, 1966.
Fredrick Douglass. Merrill Co.: NY, NY, 1970.
George Washington Carver. Peter Towne, Crowell: NY, NY, 1975.
Harriet Tubman. Frances T. Humpheville, Houghton Mifflin Co.: Boston, MA, 1967.
Paul Laurence Dunbar: Black Poet Laureate. Garrard Pub.: Champaign, IL, 1974.
Sojourner Truth. Helen Stone Peterson, Garrard Pub. Co.: Champaign, IL, 1972.
The Negro Almanac: The Afro American. Harry A. Ploski and Marr Warren II, Bellwether Co.: NY, NY 10021, 1976.

B. **Audio-Visuals**
Video tape: "Montgomery to Memphis"

C. **Speakers/Panels, etc.**
Individuals who were students at time of marches of protest.

D. **Music**
Recordings of:
  Aretha Franklin - "Wholly Holy"
  Stevie Wonder - "Happy Birthday"
  Interfaith Choir - "Precious Lord"

E. **Art**
Troll Book Club Poster
Post Office Stamp Collecting Poster

F. **Puzzles/Games**
Shouple - game of leaders in American history who are/were Black.

G. **Community/Outside Groups**
Black American Historical Group slide presentation.

H. **Combination Projects** (Involving two or more of above areas)
Historical groups presenting dance ensembles that interpret Dr. King's life events.

I. **Other**

VI. EVALUATION

A. **Of students**
Multiple choice assessment of events in life of Dr. King.
Essay of ideas learned from King speeches.
Observe behavior of students when presented with day to day verbal and physical abuses.

Herbert Phoenix, Jr.
Casimir Pulaski
Christina School District
Newark, DE

SUBJECT AREA: Social Studies/Lang. Arts GRADE: 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Given a dramatic presentation of events in the life of Martin Luther King, Jr., students will understand physical and verbal abuse tolerated by King and early supporters.

II. MATERIALS

Chairs
Dress of the period and area

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Introductory statement of why King felt protests were necessary.

B. **Developmental Activities**
Role playing
- What to do when verbally abused
- What to do when physically abused

C. **Culminating/Summarizing Activities**
Presentation of short play dramatizing events in the life of Martin Luther King.
Discussion of how each student interpreted role through direction.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Sketches of scenes presented in drama. Written expression of feelings when events were presented.

B. **Analysis/Reflection by teacher**
Determination of learned behavior and how best to apply same to future experiences.

Herbert Phoenix, Jr.
Casimir Pulaski
Christina School District
Newark, DE

SUBJECT AREA: Reading GRADE: 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Recognize cause-effect relationships

II. MATERIALS

Beacons, Houghton Mifflin Co. Reading Program, "Drum Major for Justice", pp. 491-504 by Harriet A. Robinson.

"Harriet **Tubman**: Conductor on the Underground Railroad. They Called Her Moses." by Ann Petry, pp. 401-416.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Show poster of famous black men and women.
Discuss what a drum major is and does.

B. **Developmental Activities**
Define glossary words, p. 419, of book..discuss.
Read story orally.
Discuss story (p. 379).

C. **Culminating/Summarizing Activities**
Beacons text.
Introduce **Harriet Tubman** story.
Read and discuss.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Discussion

B. **Analysis/Reflection by teacher**

Mrs. Sally M. Muro
Miller Avenue Intermediate
Clairton School District
Clairton, PA

SUBJECT AREA: Social Studies GRADE: 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The student will learn about the life of Martin Luther King and his achievements by reading about him and through discussion.

II. MATERIALS

Teacher of Peace: The Story of Dr. Martin Luther King, (Burger King Booklet)
Teacher made tests
Teacher made word-search puzzle

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Have the students complete a brief pretest on Martin Luther King's life.

B. **Developmental Activities**
Discuss with the students the information that they already know about Martin Luther King.
Read the story "Teacher of Peace: The Story of Dr. Martin Luther King".
Discuss the story with the children, pointing out Dr. King's methods for achieving equality for all people and what his dream was.

C. **Culminating/Summarizing Activities**
Have the students complete a word search puzzle finding words associated with Dr. King.
Have them illustrate and color a picture of Dr. King and his dream.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Have the students complete a post-test on Dr. King.

Tim Kamauf
Duquesne Elementary
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies/L.A. GRADE: 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Learners will develop ability to identify and understand Dr. Martin Luther King, Jr's. belief that developing character within young people must be a key in their education.

II. MATERIALS

Quotation about importance of character as part of education. Writing paper, ink pens.

III. PROCEDURES

A. Motivational and Initiatory Activities

Say this to students, "Everyone should be aware the January 15th is the birthday of Dr. Martin Luther King, Jr. Is this an important day, yes or no?"

Student Response.

"In what way is it important; what are some of the things you know about Dr. King?"

Student Response.

Say this to students if they have not answered that Dr. King thought education to be important. "Do any of you know whether or not Dr. King thought that education is important? If one of the responses above is about Dr. King thinking education to be important, say this "Is there anything special about education or school that Dr. King thought to be especially important?"

Student Response.

Say this to students, "All of your responses tell me--and you have talked to each other just now, also--that there is a strong awareness of Dr. Martin Luther King, Jr. That, indeed he believed conduct, behavior--CHARACTER--to be important. (Say this to students if there has been no mention of "CHARACTER", conduct, behavior or something that comes close to this trait. "Dr. King certainly believed and spoke about how important education is, but he believed too, that education should be connected with developing a person's CHARACTER. That is that during a person's schooling, the kind of person that comes through at the end of an education is important.")

Say this to students, "I need to see if you agree with Dr. Martin Luther King, Jr.'s idea about the importance of a person's conduct, behavior--a person's CHARACTER--as being a part of what education should be. In completing this task you will be showing your agreement or disagreement with this idea and also, you will be showing how you are progressing in your education. How are your skills of listening, thinking, spelling, and writing? And...how are you developing good conduct, good behavior, good CHARACTER.

I am going to read you a small part of what Dr. King believed about education, how important it is and how and why he believed CHARACTER was so important." "The function of education...is to teach one to think intensively (completely) and to think critically (with some judgment). But education which stops with efficiency (ability) may prove the greatest menace (danger) to society. The most dangerous criminal may be the man gifted with reason, but with no morals (honesty)...We must remember that intelligence is not enough. Intelligence plus CHARACTER--this is the goal of true education." This should be written on the chalkboard, covered, and then displayed at the time you read it.

B. **Developmental Activities**
Students will write a paragraph explaining thinking about Dr. King's insistence upon character being a component of education. In this paragraph they will cite an example of how their character has aided them or an example of how a "good" character can aid a person. Students should be informed that their work will be judged based upon writing skills and for content.

C. **Culminating/Summarizing Activities**
Students will pass their papers to the teacher when they are completed. Students will be reminded of what they have listened to, the importance of it--character--to their education. That, too, they should strive to accompany their education with development of character.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
As mentioned above, separate criteria for writing skills and for content are employed, when the paragraphs are graded. Those paragraphs that are done well will be read and comments from the class accepted.

B. **Analysis/Reflection by teacher**
This lesson, used first in 85/86 school year combined learning, skill development, and modeling for the students, both in listening to Dr. King's words and on the part of the teacher. It could, of course, be upgraded for other Middle or High School grades.

William A. Morocco
Farrell Area Elementary
Farrell Area School District
Farrell, PA

SUBJECT AREA: Social Studies **GRADE:** 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To research and study life and contributions of Martin Luther King, Jr.

To debate certain issues: i.e., civil rights, women's rights, etc.

II. MATERIALS

Reference materials from library.

Films on George Washington Carver, Martin Luther King, etc.

III. PROCEDURES

A. Motivational and Initiatory Activities

Use film on George Washington Carver, Martin Luther King and other historic films.

B. Developmental Activities

Discussion after viewing film relating to attitudes and feelings of different groups portrayed. Especially discuss political situation during certain points in Martin Luther King's life.

Children can use references to report on different stages in martin Luther King's life and how they related to situations in U.S. and World.

Debate and discussion about the need for reinforcing "rights issues".

C. Culminating/Summarizing Activities

Use pictures, diagrams, floats, etc. to make presentations to class pertaining to Martin Luther King's life and contributions to human rights and world peace.

Use debate to understand the issues of human and civil rights, etc.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Pupils should be able to make a clear and well organized presentation to class.

Pupils will be evaluated by their discussion.

Tybitha Burney
Gateway Upper Elementary
Gateway School District
Monroeville, PA

SUBJECT AREA: Reading/L.A. **GRADE:** 6

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To read and write about Martin L. King, Jr.

II. MATERIALS

Martin Luther King, Jr.: His Life and Dream, Ginn & Co.

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Follow guide to enable students to read and write about Martin Luther King, Jr.

C. **Culminating/Summarizing Activities**
Follow up discussions about Martin and other black leaders and their significance in history.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Discussions, readings, comprehension questions included with guide.

B. **Analysis/Reflection by teacher**

Tybitha Burney
Gateway Upper Elementary
Gateway School District
Monroeville, PA

SUBJECT AREA: All GRADE: 6

Unit Plan

I. DATA

A. **Topic**: African Heritage

B. **Number of lessons**: 5 (each academic area, can include foreign language)

II. GENERAL PURPOSE OF UNIT (GOAL)

To help students understand our country is made up of many different colors of people.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To promote a sense of appreciation for the various cultures that are a part of America.
To develop an awareness of the contributions made to our heritage by various individuals from other cultures.

IV. MATERIALS AND RESOURCES

Learning Activity Packet
Combining Social Studies, Language, Math, Science and Reading activities focusing on Black American History

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Prose from Black writers

B. **Audio-Visuals**
Artifacts from Africastrikes overhead transparencies

C. **Speakers/Panels, etc.**
Dr. Ralph Proctor - Anthropologist/Historian
Dr. Vernell Lily - Professor of Black Studies, University of Pittsburgh, Psycho-Drama

D. **Music**

E. **Art**
"Black Alerts Program", Kingsley Assoc., Black Artists/Dancers

F. **Puzzles/Games**
Word searches
"Harper's Ferry", John Brown/Play

G. **Community/Outside Groups**

H. **Combination Projects** (Involving two or more of above areas)
Our sixth grade program is a combination of areas which evolves over a 2/3 day period.

I. **Other**

VI. EVALUATION

A. **Of students**
Students have really appeared to enjoy the LAP and particularly our speakers.

B. **By teacher**
The entire team has enjoyed the planning and implementation of the activity.

Ms. Murphy
Allegheny Middle School
Pittsburgh Public Schools
Pittsburgh, PA

SECONDARY LESSONS AND UNITS

SUBJECT AREA: Library GRADE: 6-8

Unit Plan

I. DATA

A. **Topic - Martin Luther King, Jr.**

B. **Number of lessons - as needed**

II. GENERAL PURPOSE OF UNIT (GOAL)

To make students more aware of the life and contributions of Dr. Martin Luther King.

III. SPECIFIC BEHAVIORAL OBJECTIVES

IV. MATERIALS AND RESOURCES

My Life with Martin Luther King, Jr., Coretta Scott King
Martin Luther King, Jr.: A Man to Remember, Patricia McKissack
"Laurels for Laureates," Media Skills Puzzlers, Ruth Toor and Hilda K. Weisburg
"Test Your Knowledge of King," Tom Fragicetto (Philadelphia Daily News). Reprinted with permission of author (See Appendix A.)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
In conjunction with the seventh grade reading program, book talks are given on books by Coretta Scott King and Patricia McKissack.

B. **Puzzles/Games**
Seventh grade reading classes complete "Laurels for Laureates", a research puzzle from Media Skills Puzzlers. The Library also runs a trivia contest using Test Your Knowledge of King, in which all students may participate.

C. **Other**
Books the library has on Dr. King are put on display. A poster is prominently displayed along with excerpts of his "I Have a Dream" speech.

Deborah Thomas
Gateway Junior High School
Gateway School District
Pittsburgh, PA

SUBJECT AREA: Drama GRADE: 6-8

Unit Plan

I. DATA

A. **Topic**: Race Relations, Past & Present

B. **Number of lessons** - Ten

II. GENERAL PURPOSE OF UNIT (GOAL)

To involve students in a drama (e.g., play) depicting how the past has influenced the present in regard to race relations.

III. SPECIFIC BEHAVIORAL OBJECTIVES

To have students:
Incorporate research information in an original play script
Perform a play for an audience of students and adults,
Increase student awareness of the importance of peace, the struggle for freedom, and the significance of race relations in the past and present.

IV. MATERIALS AND RESOURCES

Original script based on materials researched by the students, accompanied by slides, masks and music.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
Readings of Dr. Martin Luther King's highly regarded speeches, in particular "I Have A Dream," will be discussed in literature classes, and the after school Drama Club will concentrate its efforts on rehearsing for the play celebrating his birthday.

B. **Audio-Visual**
Audio/visual materials needed for the production are the reel-to-reel and the slide projector.

C. **Speakers/Panels, etc.**
A local playwright and actress will serve as a consultant for the project.

D. **Music**
The school orchestra and chorus will perform throughout the production.

E. **Art**
Marks and posters will be created by the art dept.

F. **Puzzles/Games**
Deep breathing exercises and role-playing games will be utilized as warm-up techniques for the actors.

G. **Community/Outside Groups**
Coordinator of Theatre Education for the Pittsburgh Public Schools, will serve as a resource person.

H. **Combination Projects**
An interdisciplinary approach (art, music, reading, language arts, social studies) will provide students with insight and substance on the various achievements and career of Dr. Martin Luther King, Jr.

I. **Other**

VI. EVALUATION

A. **Of students**
Audience approval of the play will be determined by a survey taken by the Drama Club using a grading scale of 1 to 5: 1-poor, 2-below average, 3-average, 4-above average, 5-excellent.

B. **By teacher**
Teacher-directed discussion groups and teacher-made evaluations in conjunction with a survey will determine if the objectives have been achieved.

E. A. Reed
Joanne Medved
Frick International Studies
Academy
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Drama GRADE: 6-8

Lesson Plan
(2-4 class periods)

I. BEHAVIORAL OBJECTIVES

To have students: (1) explore the cultural, political and social aspects of society, (2) enhance their analytical thinking skills by researching and performing a play.

II. MATERIALS

Three large tables and tablecloths are needed for the banquet table, eighteen chairs for the speakers, a candelabra, candles, scroll and feather pen.

III. PROCEDURES

A. Motivational and Initiatory Activities
The students will role play the parts of famous people.

B. Developmental Activities
Students will research background information on designated famous people.

Students will practice oral readings of assigned parts using proper voice tones and inflections for stage presentations.

Students will participate in stage settings of scenes and practice their non-verbal movements.

C. Culminating/Summarizing Activities
Students will rehearse and perform a final run-through of their roles with use of stage directions. Because parent and community groups will be invited, performing the play will enhance school/community relations. Depending on the time schedule either of the two could be developed:

- Each subject area (reading, language arts, social studies) will culminate in a group effort to develop a video tape of the play in a dramatic, documentary or talk show format.
- Each subject area will grade the specified activities for that particular subject.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Students will participate in classroom follow-up discussions of the performance.

Students will write an original composition based on one aspect depicted in the play.

Students will complete an evaluation form consisting of questions related to the play: (a) information gathered, (b) enjoyment in performing and (c) oral interpretation skills.

B. Analysis/Reflection by teacher

Composition will be graded based on content and structure.

Teacher assessment of classroom discussion.

Teachers will complete a similar evaluation form based on the criteria of student achievement level.

E. A. Reed
Joanne Medved
Frick International Studies Academy
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 7

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will explain Nobel prize and King's feelings when he received it in 1964. Students will summarize Dr. King's "I Have a Dream" speech.

II. MATERIALS

Time Was... text, pp. 88-98. (Scott Foresman); Workbook, pp. 5, 29-34.
"Laurels for Laureates" , Media Skills Puzzlers, Ruth Toor and Hilda K. Weisburg.
Coretta King's remarks at Presidential signing of M. L. King Day legislation. (See Appendix A.)
Time line. (See Appendix A.)
Resource list. (See Appendix A)
Martin Luther King: The Man and the American Ideal. (See Appendix A.)
Martin Luther King, Jr.: A Lifelong Commitment". (See Appendix A.)

III. PROCEDURES

A. Motivational and Initiatory Activities

Using text, pictures, discuss background knowledge.

B. Developmental Activities

Vocabulary preview - pp. 29 and 31 of workbook.
Autobiography study - p. 32 of workbook.
Library research - p. 33 of workbook and "Laureate" search
Paraphrasing of Coretta King's remarks.

C. Culminating/Summarizing Activities

Chart of feelings about three events.
Reports on M. L. King's life.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Paragraphs describing events.
Responses to p. 98 questions.

J. Metz
A. Carney
M. Matthews
Gateway Jr. High School
Gateway School District
Monroeville, PA

SUBJECT AREA: Social Studies GRADE: 7

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To develop understanding of goals of Martin Luther King, Jr. through reading selection, activity sheet, and discussion.

II. MATERIALS

Junior Scholastic Magazine, January 10, 1986, "He Had a Dream", pp. 2-4 (See Appendix A)
Activity sheet "Why We Honor Martin Luther King, Jr."

III. PROCEDURES

Discuss students' knowledge of MLK's life, goals, dreams.
Read selected article and discuss.
Complete activity sheet.

IV. EVALUATION

Students' oral and written responses.

L. Mielnicki
Allegheny Middle School
Pittsburgh School District
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 7/8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The student will recognize the influence that slavery in America had on her growth/development. The student will formulate reasons to explain the failure of the institution of slavery.

II. MATERIALS

Film: Slavery and Slave Resistance, Coronet, 1969.

III. PROCEDURES

A. Motivational and Initiatory Activities

Show film. Pauses may be necessary. Distribute quotations taken from film.

B. Developmental Activities

Discuss film
Take notes
Enumerate various points

C. Culminating/Summarizing Activities

Use quotations as essay topics
Develop essay - student/teacher together
Read finished product

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Evaluate essay
Post/display some essays

B. Analysis/Reflection by teacher

See if essays help achieve behavioral objectives

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

Film: Slavery and Slave Resistance

1. The African was a stranger to a strange land.
2. There was a language problem on slave ships to America.
3. How would you feel if you were turned from a human being into a beast of the field?
4. Traders called Africans Black Gold. Why?
5. We cannot escape the sounds of history. White, black, red, yellow, and brown cannot hide the past, not if one wants to understand the present.
6. Language was a form of resistance that the Master could not understand, Lord Remember Me.
7. Dreams of happy slaves were to be free.
8. Legal resistance were placed upon the slave.
9. The cotton gin and the Louisiana Territory added to the institution of slavery.
10. What does kindness matter if a man could not call his soul his own.
11. The story of slavery in America is the story of dreadful oppression and heroic resistance to that oppression. The story of slavery started when ships left Africa and it cannot end until its scars are removed.
12. The fundamental and everlasting objection of slavery is not that it sinks a Black to the condition of a brute, but it sinks a man to that condition.

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

SUBJECT AREA: Social Studies GRADE: 7/8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Through discussion, the student will be able to analyze human attitudes and their impact on society.

II. MATERIALS

Elder, Carl A. **Making Value Judgments: Decisions for Today**, Charles E. Merrill Publishing Co., 1972, pp. 112-122.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Distribute copies of questions on next page. Give time to read and develop thoughts.

B. **Developmental Activities**
Design chart of responses:
  One for students
  One for relatives/community
Discuss responses, chart them

C. **Culminating/Summarizing Activities**
Draw conclusions of total responses
How conclusions will affect society

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Design cartoons/posters to advocate - for/against prejudice.
With further research, debate on certain questions

B. **Analysis/Reflection by teacher**
Watch for individual reactions
Listen attentively to responses
Be objective

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

QUESTIONS

1. Would I vote for the best qualified person regardless of race or religion?

2. Would I be willing to let a poor student take a leading part in student government if he or she met the qualifications?

3. If I had a business would I hire people who were qualified, regardless of their sex or race?

4. Would I give a person who has been in prison a job?

5. Do my friends include people of other races?

6. Would I be pleased if a family of another race moved next door to me?

7. Do you belong to clubs? Do they include people from another race?

8. Women should/should not be given the same responsibilities as men because...

9. I do/do not think minority groups should be given special opportunities because...

10. I would/would not date a person of a different religion because...

11. Do you think there will ever be a time when there will no longer be job, sex, or race discrimination in the U.S.? Why or why not?

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

SUBJECT AREA: Social Studies/English GRADE: 7/8

Lesson Plan

I. BEHAVIORAL OBJECTIVES:

The student will develop hypotheses on race relations in the U.S.

II. MATERIALS:

"Fact and Opinion" Worksheet (See next page)

III. PROCEDURES:

A. **Motivational and Initiatory Activities:** Understanding of prejudice, discrimination terminology. Ask for first impressions when hear racial terms. Discuss.

B. **Developmental Activities:**
Chart students responses
Chart relatives' responses
Subdivide into topics for further research, example, research government of South Africa, causes of riots.

C. **Culminating/Summarizing Activities:**
Show films on riots
  Enumerate reasons for
Develop theories of solutions

IV. EVALUATION

A. **Procedures used to evaluate students' understanding** Understanding or personal feelings could be expressed in a poem, essay, dramatization.

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

Fact and Opinion Worksheet

This discussion exercise is designed to promote experimentation with one's ability to distinguish between fact and opinion. It is a fact, for example, that the United States was militarily involved in the Vietnam War. But to say this involvement served the interests of world peace is an opinion or conclusion. Future historians will agree that American soldiers fought in Vietnam, but their interpretations about the causes and consequences of the war will probably vary greatly.

Some of the following statements are taken from reading number five and some have other origins. Consider each statement carefully. Mark (I) for any statement you feel is an opinion or interpretation of the facts. Mark (F) for any statement you believe is fact. We will discuss and compare your judgments with those of other class members.

( ) 1. Most black people in America suffer from racial discrimination.

( ) 2. Any black man who is advocating a perpetuation of capitalism is seeking his ultimate destruction and death.

( ) 3. Many black power militants are unpatriotic.

( ) 4. The U.S. is basically a segregated society.

( ) 5. The U.S. is a racist society.

( ) 6. Black people have suffered the most from racism and exploitation in America.

( ) 7. White people have better schools in the U.S. than black people.

( ) 8. White people are generally more intelligent than black people.

( ) 9. Black people have more athletic ability than white people.

( ) 10. Race riots occur primarily in cities and urban centers.

( ) 11. Black people are the biggest single cause of race riots.

( ) 12. White people are more responsible for causing race riots than black people.

( ) 13. The U.S. carries on trade relations with the white-dominated government of South Africa.

( ) 14. Black people must lead a revolution in America that will destroy capitalism and create a socialist society.

( ) 15. Black people deserve a $500 million damage suit from the American Christian-Jewish community for centuries of injustice they have suffered in the U.S.

Donnell Bowie
Raub Middle School
Allentown School District
Allentown, PA

SUBJECT AREA: Art GRADE: 7-8

Unit Plan

I. DATA

A. **Topic:** American Leaders

B. **Number of lessons:** as required

II. GENERAL PURPOSE OF UNIT (GOAL)

To design a large mural/montage depicting American leaders (to display in school/community).

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will research their subject.
Students will work together in creating a large scale montage.

IV. MATERIALS AND RESOURCES

Photographs of subject.
B&W negatives of above (you reshot originals)
Orthographic positives (made from negatives, step B)
Slide projectors.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**

B. **Audio-Visuals**
Student produced slides

C. **Speakers/Panels, etc.**

D. **Music**

E. **Art**
Mural made from above.

F. **Puzzles/Games**

G. **Community/Outside Groups**
Set up or arrange display locations.

John A. Sabol Jr.
East Allegheny High
East Allegheny School Dist.
N. Versailles, PA

SUBJECT AREA: Art GRADE: 7-8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will reproduce life-like images of famous Americans (Martin Luther King).

II. MATERIALS

Black and white negatives
Ortho film positives of above
18 x 24 paper or illustration board

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Examples and discussion/slides.

B. **Developmental Activities**
Gather as many resource materials as possible from library.
All photographs (color and black and white) will be reshot on black and white film by students.
Ortho transparent slides will be made from above.

C. **Culminating/Summarizing Activities**
Students will project images selected onto large white surface (18 x 24 paper or board).
Dark values areas will be outlined and filled in using black marker (pointicism), pencil, ink, etc.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Observation.

B. **Analysis/Reflection by teacher**
Some knowledge of photography is required for this project. (An in-house Graphic Arts Dept. is very helpful.)
This project/process can be adapted to various subjects (self portraits, etc.)
The finished projects are very dynamic.

John A. Sabol, Jr.
East Allegheny High
East Allegheny School Dist.
N. Versailles, PA

SUBJECT AREA: Social Studies GRADE: 7-8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To develop the ideas of a better world.
To understand the significance of one man's work for mankind.
To acknowledge the implications of Peace.

II. MATERIALS

Information on Martin Luther King as a Twentieth Century fighter.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Discuss Peace.

B. **Developmental Activities**
Brief profile on Martin Luther King as a 20th Century fighter.
Discuss another world event at this same period.
Impact of Martin Luther King's ideas on the world.
Discuss the Nobel Peace Prize.
Black Coalition speaker
Peace Groups
Art project using a dream to interject peace/justice
Speakers
Bulletin Board
Who Am I? - Acting ability/convince the class using all information available. (Use props.)

C. **Culminating/Summarizing Activities**
Oral presentation of King.
Discuss impact of King's ideas in relationship to world events.
Summarize other Nobel Peace Prize winners and Dr. King's views.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Question/Answer Series

B. **Analysis/Reflection by teacher**
Cognitive concepts analysis

Donna Trust
Sterrett Classical Academy
Pittsburgh Public School Dist.
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 8

Lesson Plan
(2-3 Class periods)

I. BEHAVIORAL OBJECTIVES

The student at the end of the lessons should recognize the many achievements and accomplishments of Dr. King.
Students will appreciate the efforts of Dr. King to improve racial equality in our country.

II. MATERIALS

Text: **Martin L. King, Jr.: His Life and Dream**
Additional appropriate reference materials from own library.
Films: "From Montgomery to Memphis"
"Man of Peace"

III. PROCEDURES

A. Motivational and Initiatory Activities

Initially ask students to question parents about Dr. King (time period 1950-68). Have students define individually (equal rights, segregation, civil rights) and draw conclusions from class survey.

B. Developmental Activities

Examine text (various sections of childhood, schooling and later accomplishments)
Define related vocabulary and issues:
segregation, racial equality, civil rights, Selma

C. Culminating/Summarizing Activities

Viewing and discuss films.

V. EVALUATION

A. Procedures used to evaluate students' understanding

Comparison discussion about initial thoughts and later conclusions about Dr. King's life and place in American history.

Stuart P. Arasim
Talley Junior High School
Brandywine School District
Wilmington, DE

SUBJECT AREA: English GRADE: 8

Unit Plan

I. DATA

A. **Topic**: Courage

B. **Number of lessons**: as needed to extend goal.

II. GENERAL PURPOSE OF UNIT (GOAL)

Relating concept of courage to Martin Luther King

III. SPECIFIC BEHAVIORAL OBJECTIVES

See lesson plans

IV. MATERIALS AND RESOURCES

See lesson plans

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Martin Luther King, Jr: His Life and Dream
Ebony Magazine

B. **Audio-Visuals**
Pictures

Mrs. Mildred Corpening
Harbor Junior High
Brandywine School District
Wilmington, DE

SUBJECT AREA: English GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The student will be able to make comparisons, to see differences and similarities, and to relate the various concepts of courage.

II. MATERIALS

Essays, magazines, pictures, dictionaries
Martin Luther King, Jr.: His Life and Dream

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Discuss how this quotation applied to Martin Luther King: "Courage is the strength of character that makes a person carry out his duty, no matter how hard it may be."
React and discuss materials above.

C. **Culminating/Summarizing Activities**
Discussions, worksheets, writing activity

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

B. **Analysis/Reflection by teacher**
This was a part of a broader unit on courage.

Mrs. Mildred Corpening
Harbor Jr. High
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To outline the humanistic goals and objectives as imparted by Dr. King throughout his exemplary life.

II. MATERIALS

Paperback: **Martin L. King Jr.: His Life and Dream.**
Reference materials available in our library, et al.
Films: "From Montgomery to Memphis"
"Man of Peace"

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Suggest that students seek background material to aid in the discussion.

B. **Developmental Activities**
Reading various sections of the paperback.

C. **Culminating/Summarizing Activities**
View films.
Question and answer session.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Oral review.

Francis R. McNamee
Talley Junior High School
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To develop an understanding of the many accomplishments of an outstanding American.

II. MATERIALS

Books - see list.
Reference materials, Atlas, encyclopedias, almanacs
Films - see list.

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Students find reasons that led Dr. King to devote his life to seeking freedom for all mankind.

B. **Developmental Activities**
Read books and write about educational background and early childhood of Martin Luther King.

C. **Culminating/Summarizing Activities**
View films; discuss.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Classroom discussions.

Calvin J. Robol
Talley Junior High
Brandywine School District
Wilmington, DE

BIBLIOGRAPHY ON MARTIN LUTHER KING, JR.

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Adoff, Arnold. **Black on Black.** Macmillan, 1968.
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Faber, Doris. **The Assassination of Martin Luther King, Jr.** Watts, 1978.
Faber, Harold and Doris. **American Heroes of the 20th Century.** Random House, 1967.
Foner, Eric. **America's Black Past.** Harper Row, 1970.
Goldston, Robert. **The Negro Revolution.** Macmillan, 1968.
Harris, Jacqueline. **Martin Luther King, Jr.** Franklin Watts, 1983.
Harris, Janet and Hobson, Julius. **Black Pride.** McGraw Hill, 1969.
Haskins, James. **The Life and Death of Martin Luther King, Jr.** Lothrop, 1977.
King, Coretta Scott. **Words of Martin Luther King, Jr.**, selected by Coretta Scott King. Newmarket Press, 1983.
King, John T. and Marcet H. **Famous Black Americans.** Steck Vaughn, 1975.
Lewis, David. **King: A Critical Biography.** Praeger, 1970.
McKissack, Patricia. **Martin Luther King, Jr., A Man to Remember.** Childrens Press, 1984.
Meyer, Edith P. **In Search of Peace: The Winners of the Nobel Peace Prize 1901-1975.** Abingdon, 1978.
Preston, Edward. **Martin Luther King: Fighter for Freedom.** Doubleday, 1968.

Films

"Martin Luther King - From Montgomery to Memphis".
"Martin Luther King, Jr. - Man of Peace".
"Martin Luther King, Jr. - The Assassin Years".

Calvin J. Robol
Talley Jr. High
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will show understanding that Dr. Martin Luther King lived during a time when blacks were treated miserably and the basic education they were entitled to under the Constitution was in jeopardy.

I. MATERIALS

Textbook: **Civics for Americans**, Scott, 1980 Edition

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Discuss Brown vs Board of Education and its impact on the right to vote for black Americans especially in the south. Stress separate but equal as unconstitutional.

C. **Culminating/Summarizing Activities**
Bring in Martin Luther King's role in all of the above and tie it together.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Evaluate answers to questions; general discussion and questions and answer responses.

Thomas V. Abaldo
Ashland Middle School
Southeast Delco School District
Foxcroft, PA

SUBJECT AREA: Social Studies GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will demonstrate a working knowledge of the life of Martin Luther King and an understanding that one person can make a difference.

II. MATERIALS

An outline of King's life
Films: "Martin Luther King - From Montgomery to Memphis"
"Martin Luther King, Jr. - Man of Peace"
"Martin Luther King, Jr. - The Assassin Years"
Audio: "I Have a Dream" Speech

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Discussion of important people in the students' lives.

B. **Developmental Activities**
Brainstorming
Films
Discussion
Short Essay

C. **Culminating/Summarizing Activities**
Class summary
Teacher summary

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Open discussion

Harry C. Bradley
Ashland Middle School
Southeast Delco School District
Foxcroft, PA

SUBJECT AREA: Health GRADE: 8

Unit Plan

I. DATA

A. **Topic** - Contributions of all races and nationalities to fields of health, medicine, science, etc.

B. **Number of lessons** - 5-10

II. GENERAL PURPOSE (GOAL)

To promote racial and ethnic understanding through appreciation of varied contributions to American life.

III. SPECIFIC BEHAVIORAL OBJECTIVES

Children will understand that our country is made up of many different races and nationalities of people.
Children will understand that the contributions of these people to the fields of health, medicine, science, etc. has made the U.S. a better, healthier, and stronger country in which to live.

IV. MATERIALS AND RESOURCES

Newspaper articles
Textbooks in Health, History, Science, and supplemental books in library
Art project materials
Old magazines
List of famous Americas in above fields (see suggested list)

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

VI. EVALUATION

Grades for reports
Completed collage

Patrick K. McHenry
Valley Middle School
New Kensington-Arnold School District
New Kensington, PA

A sample listing of many famous Americans who have made an important "contribution" in the fields of Health, Medicine, Science, etc.

Dr. Martin Luther King - Leader, educator, Civil Rights
Booker T. Washington - Leader and educator
Florence Sabin - Public health
Jane Addams - "Hull House"
Wanda Farr - Scientist, cellulose in plants
Albert Sabin - Polio vaccine
Jonas Salk - Polio vaccine
Harriet Tubman - Conductor "Underground RR"
Rachel Carson - Environmentalist
Cyrus McCormick - Inventor, reaper
Elihaj McCoy - Inventor
Clara Barton - Founder Red Cross
Frederick Douglas - Abolitionist
Jesse Owens - Athlete
Helen Keller - Social health
Florence Nightingale - Nursing
Susan B. Anthony - Women's rights

Patrick K. McHenry
Valley Middle School
New Kensington-Arnold School Dist.
New Kensington, PA

SUBJECT AREA: Health GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

(See Unit Plan)

II. MATERIALS

(See Unit Plan)

III. PROCEDURES

A. Motivational/Initiatory

Each student is given a famous American's name as a research report topic and informed that it will be used on the bulletin board if graded "A" for thorough research.

B. Developmental

Students collect pictures cut from old magazines, showing famous Americans. After they have a large collection, students draw an outline of the U.S. (approximately 3 x 6 foot) on colored construction paper, pieced together and cut out. On the silhouette, students place all magazine pictures in the art form of a collage. The silhouette is then edged with top-graded research reports.

C. Culminating/Summarizing

Reports graded "A" are used for the bulletin board. A snapshot is taken of the completed poster which is placed in a highly visible spot in the school.

IV. EVALUATION

(See Unit Plan)
Through the medium of the art form of collage, the students can tangibly make a beautiful and colorful America with all the people in close harmony. Students can see through their research, the contributions of these famous Americans of many races and nationalities.

Patrick K. McHenry
Valley Middle School
New Kensington-Arnold School District
New Kensington, PA

SUBJECT AREA: English/L.A. GRADE: 8

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will construct a biographical brochure entitled, "Outstanding Black Leaders from Yesterday and Today." The students will write a three page summary of this Black American and design a cover for the brochure.

II. MATERIALS

Construction paper, composition paper, art supplies, encyclopedias, biographies of various black leaders.
Journal of Outstanding Blacks in the U.S.

III. PROCEDURES

A. Motivational and Initiatory Activities

Show students a variety of brochures ranging from advertisements to the Sunday newspaper supplements.

B. Developmental Activities

Have the students make a list of Black Americans that they are familiar with.
Have students list the names of Black Americans who have influenced our lives.
Have the students make a list of Black Americans they would want to learn more about.
Let each student choose the Black American he/she will research.
Urban League and NAACP representatives could speak to the class to alert students to local Black leaders.

C. Culminating/Summarizing Activities

Each student will give an oral report on his/her brochure. The oral report can be video-taped.
Brochures will be displayed in the classroom.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Student's delivery of the oral report.
Completed brochure

B. **Analysis/Reflection by teacher**
This activity is designed for Middle School, seventh or eighth graders. It builds research skills as well as skills in oral communication. It allows the students to be creative and artistic.

Linda R. Bryant
Allegheny Middle School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 9

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To provide some insight into Civil Rights Movement and Dr. Martin Luther King's role in it.

To provide information to the student about the life and death of Dr. King.

II. MATERIALS

Sound filmstrip of Rev. Dr. Martin Luther King.

III. PROCEDURES

A. Motivational and Initiatory Activities

Discuss what civil rights are. Ask questions beforehand about filmstrip.

B. Developmental Activities

The filmstrip will be shown. It portrays the events in the life of Dr. Martin Luther King. It traces the civil rights movement and Dr. Kings' role in it. The intent of the filmstrip is to present an objective picture of the man and his time.

C. Culminating/Summarizing Activities

After the filmstrip, the teacher and students will discuss the filmstrip. Questions will be provided in order to lead the students.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

George Guba
Clairton School
Clairton School District
Clairton, PA

SUBJECT AREA: Social Studies GRADE: 9-11

Unit Plan

I. DATA

A. **Topic**: Americans Colored Black

B. **Number of lessons**: 2

II. GENERAL PURPOSE OF UNIT (GOAL)

Supplement textbook information on contributions of Black Americans

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will know specific contributions. Students will identify contributions of Black Americans.

IV. MATERIALS AND RESOURCES

Eyewitness to Negro History
Dr. Charles Wesleys' essay (Central State University)
Rise of American Nation

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
See materials

B. **Audio-Visuals**
None

C. **Speakers/Panels, etc.**
None

D. **Music**
Spirituals

VI. EVALUATION

A. **Of students**
By oral review

James A. Evans
Claymont High School
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 9-11

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students will understand the contributions of selected Black leaders.

II. MATERIALS

Eyewitness to Negro History
Rise of the American Nation
Dr. Charles Wesley's Essays

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Plot the progress of selected black persons from all levels of achievement. Example: David Walker, Harriet Tubman, Nat Turner, Frederick Douglas, Cyrus McCoy.

C. **Culminating/Summarizing Activities**
Discussion/Review

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Oral review

B. **Analysis/Reflection by teacher**
Best when integrated into curriculum, not in isolation.

James A. Evans
Claymont High School
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies GRADE: 9-11

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To examine the contributions of Dr. King to the American society.

To promote an understanding, appreciation and respect for Dr. King and the Civil Rights movement.

II. MATERIALS

Record of speeches by Dr. King
Record of reflections by Mrs. King
Lecture notes

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Lecture on the need for Civil Rights in the '60s.
Listen to speeches by Dr. King.
Discussion on content and needs in speeches.
Listen to Mrs. King's account of the events on the day Dr. King's death.
Role-playing. Students choose parts and act accordingly.

C. **Culminating/Summarizing Activities**
Compare then and now.
"What/If" questions and answers.
General discussion.

IV. EVALUATION

A. Procedures used to evaluate students' understanding
Student remarks and comments.

Donald Lennon
Duquesne Senior High School
Duquesne School District
Duquesne, PA

SUBJECT AREA: Social Studies GRADE: 9-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To make students aware of Dr. King's achievements

II. MATERIALS

Bulletin board and/or display case

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Place a bulletin board or showcase display showing aspects of Dr. King's achievement.

C. **Culminating/Summarizing Activities**
All Social Studies classes offer credit for reports, written or oral, on Dr. King's achievements and why the day is being commemorated.

IV. EVALUATION

A. Procedures used to evaluate student's understanding
Reports

Social Studies Dept.
Newark High School
Christina School District
Newark, DE

SUBJECT AREA: Special Education/Social Studies GRADE: 9-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

The students will describe the conditions which led to the civil rights movement.

The students will describe how blacks, under the leadership of Dr. Martin Luther King, used non-violence to achieve their objectives.

The students will describe the life and death of Dr. Martin Luther King and his importance to all Americans.

II. MATERIALS

Lecture - notes
Textbooks
- **Foundations in History, Book 4**
- **Twentieth Century America**
- **Yesterday, Today and Tomorrow**

Film: "Martin Luther King Jr., From Montgomery to Memphis"
Handouts, posters

III. PROCEDURES

A. Motivational and Initiatory Activities

View and discuss film.

B. Developmental Activities

Discussion topics:
- Were the early Supreme Court decisions that affected black people racial or political?
- Which has been more successful, non-violent or violent black protests?
- How has bussing affected your life, your family life and your neighborhood?
- How has "affirmative action" affected blacks and other minority groups?
- How has the civil rights movement given blacks more equality or less?

280

C. **Culminating/Summarizing Activities**

The students will watch such TV programs as "Roots" by Alex Haley, "The Greatest" with Muhammad Ali or "The Great White Hope" with James Earl Jones; to better understand the historical basis of the treatment of blacks in America.

Role play various types of confrontations which might occur between black and white students.

Read more on the life about Dr. Martin Luther King, Jr., his motivation and beliefs. Listen to recordings of some of his speeches.

Read and present news articles about current black leaders.

Read and present news articles about black organizations, i.e., Operation P.U.S.H. or the N.A.A.C.P.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**

Oral quizzes

Auditory and visual quizzes

Written examination

Each student will be able to discuss, describe and write historical accounts of Dr. Martin Luther King, Jr.

As a class project, the students will write to the Dr. Martin Luther King Jr. Center for Social Change in Atlanta, Georgia to ask for copies of Dr. King's speeches, posters or pictures and documents as keepsakes on the life and works of this great American.

Special Education Dept.
Newark High School
Christina School District
Newark, DE

SUBJECT AREA: Home Economics GRADE: 9-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Students plan, prepare, serve and evaluate meals that reflect the traditions of their heritage, as part of a unit on regional American cuisine.

II. MATERIALS

Cookbooks, family recipes, oral family histories

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Discuss family holiday meals and traditions.

B. **Developmental Activities**
Research: recipes, history, foods commonly used, preferred cooking methods, religious influences and traditions that influence or reflect meals served in a variety of "ethnic" areas.

C. **Culminating/Summarizing Activities**
Serve and evaluate meals. In some cases, photographs are taken to use on bulletin boards.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Student discussion, rationale of menu choices, preparation techniques, general information provided.

B. **Analysis/Reflection by teacher**
Well received by students in general. Does require good resources. Particularly enjoyed by those students with stronger family ties.

Deborah Larouere
East Allegheny High
East Allegheny School District
N. Versailles, PA

SUBJECT AREA: Social Studies GRADE: 9-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To educate students about the history of Black people, the oldest of world histories and great influencer and contributor to succeeding civilizations, though it is also the least heralded.

II. MATERIALS

100 Amazing Facts About Negroes by J. A. Rogers
From Ancient Africa to African-Americans Today by Asa G. Hilliard of Portland Public Schools (a transcript and teacher's guide available from the Red Clay School District Desegregation personnel)
Ebony Pictorial Dictionary History of Black America, Vols. 1, 2, and 3

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Teachers will assign pupils to record information about the attached calendar of topics (one topic per pupil may be desired to include all)

Brainstorming
- Pupils need not put their names on their papers.
- Pupils will list their impressions of the African continent and cultures, from at least 5,000 B.C. to the present 1987 (i.e., religion, art, music, family life, medicine, architecture, science, math, cosmetology, astronomy, education, etc.)
- Pupils will submit these lists for the teacher to write on the board.
- Discussions

B. **Developmental Activities**
Reading, researching, and reporting

C. **Culminating/Summarizing Activities**
Sharing previous myths and stereotypes with facts and information researched, read, or viewed

Bernice B. Swann
Wilmington High School
Red Clay School District
Wilmington, DE

Black History - Ancient and Modern
(Selected Topics for Reading, Reports,
Research and Discussions)

FEBRUARY 1987

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 1. Aesop 2. Akhenaton 3. Ancient African Kingdoms! a) Ghana b) Mali c) Songhay	3 1. Ella Baker	4 1. Candace 2. Dr. John Henrik Clarke 3. Chaka (or Shaka)	5 1. Jean Baptiste DuSable	6 Cush or ancient Ethiopia, mother of ancient Egypt
9 1. Felicita, the black martyr 2. Falashas (Beta Israel) the Black Jews	10 1. Marcus Garvey 2. Grimaldi Man	11 1. Hannibal 2. Hatshepsut	12 Imhotep (a.k.a. Aescalapius)	13 Dr. Josef Ben Jochannan
16 1. Dr. Martin Luther King, Jr. 2. Kamites (Black Egyptians)	17 Lucy fossils of Ethiopia-3,750,000 years old	18 1. Malcolm x 2. Mansa Musa 3. Moors 4. Nelson Mandela	19 1. Niger 2. Namphamo, the black martyr 3. Nubians	20 1. Osiris, Isis, and Horus
23 1. Perpetua, the black martyr 2. Piankhy 3. Pyramids of Egypt	24 A. Phillip Randolph	25 Septimium Severus	26 1. Tutankamen 2. Nat Turner 3. Desmond Tutu 4. Timbuktu	27 1. Pope Victor 2. Dr. Ivan Van Sertima 3. Zinjarthropus

Submitted by: Mrs. Bernice B. Swann
Wilmington High School
1987

SUBJECT AREA: Social Studies GRADE: 9-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To acquaint pupils with some themes discussed by Dr. King
To allow pupils to derive connotative and denotative meanings in Dr. King's thoughts
To afford pupils an opportunity to write in proper sentence structure as they interpret Dr. King's quotations

II. MATERIALS

Calendar of quotations

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Have pupils read each day's quotation by Dr. King.
Instruct pupils to write a compound complex sentence expressing the meaning of Dr. King's quotation.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Permit pupils to interact by sharing views and interpretations of Dr. King's quotations.
Analyze pupils ability to write a compound-complex sentence.

Bernice B. Swann
Wilmington High School
Red Clay School District
Wilmington, DE

*A Lesson in Afro-American History In Commemoration
of Dr. Martin Luther King, Jr.

FEBRUARY 1987

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 "Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity."	3 "A true neighbor will risk his position, his prestige, and even his life for the welfare of others"	4 "We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity"	5 "I can never be what I ought to be until you are what you ought to be."	6 "Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed."
9 "It is tragic that... ...the children of darkness' are frequently more determined, and zealous than the children of light."	10 "Love is the only force capable of transforming an enemy into a friend"	11 "The most dangerous criminal may be the man gifted with reason but with no morals."	12 "Not a few men who cherish lofty and noble ideals hide them under a bushel for fear of being called different."	13 "True peace is not merely the absence of tension; it is the presence of justice."
16 "As long as there is poverty in the world, I can never be rich, even if I have a billion dollars."	17 "Nothing provides the communists with a better climate for expansion and infiltration than the continued alliance of our nation with racismand exploitation."	18 "It is important to see... When a man-made law is out of harmony with the moral law of the universe."	19 "A man cannot ride your back unless it is bent."	20 "Hatred paralyzes life; love releases it; Hatred confuses life; love harmonizes it; Hatred darkens life; love illumines it."
23 "A doctrine of black supremacy is as evil as a doctrine of white supremacy."	24 "An individual has not started living until he can rise above the confines of individual istic concerns to the broader concerns of all humanity."	25 "Surely it is unchristian and unethical for some to wallow in the soft beds of luxury while others sink in the quicksands of poverty."	26 "Everybody can be great. You don't have to have a college degree to serve; You don't have to make your subject and verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know the theory of thermodynamics to serve. All you need is a heart full of grace - a soul generated by love."	27 "Anyone who starts out with the conviction that the road to racial justice is only one lane wide will eventually created traffic jam and make the journey infinitely longer."

Prepared by: Bernice B. Swann
Wilmington High School

SUBJECT AREA: Social Studies **GRADE:** 9-12

Unit/Lesson Plans

I. DATA

A. **Topic:** Civil Rights

B. **Number of lessons:** As required

II. GENERAL PURPOSE OF UNIT (GOAL)

Understanding of Civil Rights movement and role of Martin Luther King

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will be able to explain the pivotal role of MLK during the Civil Rights Movement of the 1960's.

Students will be able to identify the historical reasons why our society denied minorities their constitutional rights and guarantees.

Students will be able to list and explain Supreme Court decisions, congressional legislation and political movements which paved the way for improvements of human rights.

Students will be able to write essays which conceptualize the benefits of the Civil Rights Movement as it affected the society as a whole, the spin off benefit to women, children, handicapped, senior citizens, etc.

IV. MATERIALS AND RESOURCES

Textbooks: **American Government**, Magruder, Ch. 5, 6
Rise of American Nation, Todd, Curti, Ch. 24
Eyewitness: The Negro in American History

Resource books:
The Black Experience, Kearms
Harlem Summer, Vroman
Autobiography of Miss Jane Pittman, Gaines
Langston Hughes, Emanuel
Negro in America, Bone
Roots, Haley
The Blacks in America, Spangler
The Negro in American Life, Marsback
Growing Up Black, David

The Negro in American History, Alder
Black Power, USA, Bennett
Race, Prejudice & Education, Bibby
Race Relationships in a Democracy, Brown
Civil Rights Act of 1964, National Press
Equal Justice Under the Law, Grossett
Beyond the Melting Pot, Glazer
Beyond Civil Rights, Humphrey
Autobiography of Malcom X, Malcom X
The Negro Since Emancipation, Wise

Multimedia Kits:
The KKK: An American Paradox
Growing Up Black
Minorities Have Made America Great, P I, P II
Negroes in America
Seeds of Hate: An Examination of Prejudice
World Human Rights
The Silenced Majority

Cassettes/Records:
"A Conversation with E.L. Doctorow"
"Black America in Deteriorating Cities", Anderson
"Address to the Republican National Convention Hooks", Benjamin
"Racism in America", Balwin, James
"Inequalities Between Sexes", French, Marilyn
"On the Womens Liberation Movement", Friedan, Betty
"A Profile of UN Ambassador", Andrew Young
"Black Culture and Consciousness", Lavine, Lawrence
"Broken Promises and the Needs of the Cities, the Poor, and Minorities"
"Ecumenical Services", King, Martin L.
"Progress of Black Americans"

Films:
"I Have A Dream", King, Martin L.
"Nation Within a Nation"
"Face to Face"
"Negro in Pennsylvania History"
"America: Huddled Masses", Part 1, 2

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Text and resource books listed

B. **Audio-Visuals**
Multi-media and cassettes, films, records listed

C. **Speakers/Panels, etc.**
Debates

D. **Music**

E. **Art**

F. **Puzzles/Games**
Essay contest, role-playing

G. **Community/Outside Groups**

H. **Combination Projects** (involving two or more of above areas)

I. **Other**

V. PROCEDURES

A. **Motivational and Initiatory Activities**
Students are made aware, via film, lecture, text of their own ethnic background which caused their grandfathers to be subject to discriminatory practices by those that preceded them to these shores.
Question and answer relating their background to the situation of other minorities in U.S.
Tapes/films/multimedia presentation detailing the history of discrimination in U.S.

B. **Developmental Activities**
Tapes/films/multimedia presentation detailing the history of discrimination in U.S.
Essay Contest -- M. L. King or related topics.
Role playing: Discrimination in the school
Examination of guarantees under the Bill of Rights/Constitution
Examination of Supreme Court Cases
  Marbury vs. Madison
  Plessey vs. Ferguson
  Brown vs. Board of Education
  Miranda vs. Arizona

C. **Culminating/Summarizing Activities**
Lectures/films/cassettes detailing the benefits U.S. society received from the movement M. L. King spearheaded.
Discussion of changes, comparing the society of today with that of the 1960's.
Debates/role playing.

VI. EVALUATION

A. **Procedures used to evaluate student's understanding**

Student development of Awareness Fact Sheets, which detail the items brought to the consciousness of each student by the lessons.

Quizzes and tests.

Problem solving groups. Students given life-like problems concerning civil rights. Solutions graded.

B. **Analysis/Reflection by Teacher**

The lessons developed here are a seed of hope for all Americans.

To strengthen the values of brotherhood, compassion and understanding gives the student a chance to perceive his own hopes and dreams as being a real possibility in America, not a myth. Harmony in society can be an obtainable goal and the future will bear that harmony as evidence that the American dream is real.

Larry Rowe
Valley High School
New Kensington School District
New Kensington, PA

SUBJECT AREA: Social Studies GRADE: 9-12

Unit Plan

I. DATA

A. **Topic**: Martin Luther King/Black History

B. **Number of lessons**: optional

II. GENERAL PURPOSE OF UNIT (GOAL)

Celebration of Black History Month
Enhance students' awareness of the black man's struggle in America.
Trace the impact of the Civil Rights movement in American society.

III. SPECIFIC BEHAVIORAL OBJECTIVES

The student will:
Understand how the Civil Rights struggle affected every facet of society.
Research notable black leaders from various fields both present and past.
Participate in activities which require, through speech and writing, a presentation of their findings.

IV. MATERIALS AND RESOURCES

Bulletin board and showcase displays.
In His Own Words (See Appendix A.)
Quiz on M. L. King (See Appendix A.)
Resource list (See Appendix A.)
Famous Black Americans

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Notable excerpts from Dr. King's speeches are read by a student announcer during the week of Dr. King's birthday. They are also included in the daily bulletin.

B. **Audio-Visual materials**
Video tapes of the Civil Rights movement are shared in the history classes.

C. **Speakers/Panels, etc.**
Annual assembly program (see attached programs)

D. **Music**
Songs and dances of the black experience are celebrated by students in the assembly program.

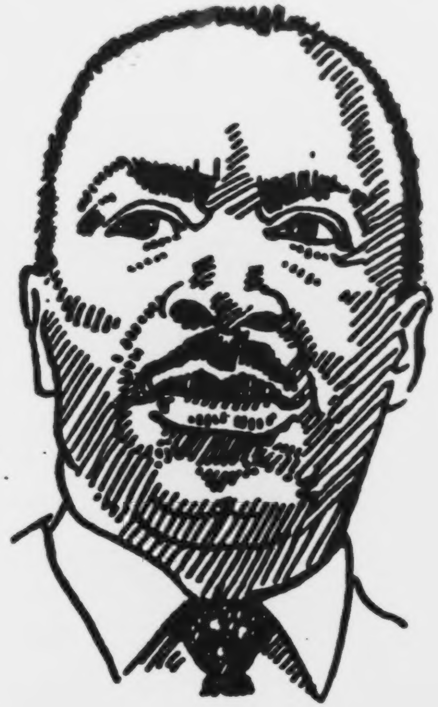
E. **Art**
Showcase displays.

F. **Puzzles/Games**
Contests among the social studies classes.
Participation in contests sponsored by outside organizations.

G. **Community/Outside Groups**
Annual assembly programs including musical selections.
Student and community speakers.

Carol B. Dyas
Schenley High Teacher Center
Pittsburgh Public Schools
Pittsburgh, PA

WE STILL HAVE A DREAM



MARTIN LUTHER KING, JR.

JANUARY 15, 1984

PROGRAM

Flag Salute ....Curtis Clark

Welcome ....Dr. J.R. Young
Principal

"Reflections" .... Diane Thompson

Vocal Selection "Lift Ev'ry Voice and Sing"
by James Weldon Johnson
...........Dwayne Brown

Introduction of Guest Speaker .... Angela Stribling

Guest Speaker .... Rev. James Simms
St. Paul Baptist Church
Administrative Assistant
Mayor's Office

Instrumental Selection......

Schenley High School Band
Calvin Stemley, Director

Vocal Selection "We Shall Overcome" .....SCLC Theme Song
Schenley Choir and Audience
Dr. Ralph Hill, Director

Remarks...................Dr. J. R. Young

Closing Selection ....Schenley High School
Alma Mater

Martin Luther King, Jr. I

1928-1968 *A Great Leader*

December 1, 1955, had been a long day of hard work for Rosa Parks. She was dead tired and her feet hurt. So, when the Montgomery, Alabama, bus driver ordered her to give up her seat to a white passenger, Mrs. Parks refused and was immediately arrested for disobeying the city's segregation law. Thus began the massive Civil Rights movement that changed the face and future of the United States. It also introduced to the world an eloquent and inspirational black minister from Atlanta, Georgia, named Martin Luther King, Jr.

He was born on January 15, 1929, the son and grandson of Baptist preachers. After graduating from Morehouse College in Atlanta (which he entered at age 15), he studied for the ministry at Crozer Theological Seminary, Chester, Pennsylvania, where he graduated with the highest average in his class. Later he attended Boston University, where he earned a Ph.D. in 1955. It was also in Boston that King met Coretta Scott, a music student from Alabama, whom he married in 1953. They had four children.

On that historic day in 1955, King was serving as pastor of Montgomery's Dexter Avenue Baptist Church. After the arrest of Mrs. Parks, black Civil Rights advocates decided to force the desegregation of the city's bus system, and they asked King to lead them. King quietly agreed, saying to them, "We have no alternative but to protest."

And protest they did. It took more than a year of work, and they were forced to endure physical and spiritual abuse, arrests, threats, and bombings before the city buses were desegregated. And in the process the small, struggling Civil Rights movement had acquired a dynamic leader. From that moment, King, who was a firm believer in non-violent resistance, began traveling around the country and abroad, preaching freedom, civil rights, and desegregation. Slowly and painfully, his efforts began to arouse the conscience of blacks and whites all over the country.

In 1963, while King and his followers were demonstrating in Birmingham, Alabama, an unbelieving nation watched on television as fire hoses and dogs were turned against the demonstrators. Later, from his Birmingham jail cell, King wrote that the issue "can no longer be ignored....Freedom must be demanded by the oppressed." It would take more years, and many more tragedies, before real progress could be made, but the young black preacher from Atlanta was right: the issue could no longer be ignored.

Production by
O.V.T. Printshop
Eric Slofer
James T. Bradshaw
James L. Jermany

LIFT EVERY VOICE AND SING

Lift every voice and sing, Till earth and heaven ring.
Ring with the harmonies of Liberty.
Let our rejoicing rise, high as the listening skies
Let it resound loud as the rolling sea
Sing a Song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us,
Facing the rising sun of our new day begun
Let us march on till victory is won.

WE SHALL OVERCOME

We shall overcome, We shall overcome, We shall overcome some day
Oh, deep in my heart
I do believe, we shall overcome some day.

We shall stand together, we shall stand together
We shall stand together--now
Oh, Deep in my heart I do believe
We shall overcome some day.

The truth will make us free, the truth will make us free,
The truth will make us free someday
Oh, deep in my heart I do believe
We shall overcome some day.

We shall overcome, We shall overcome, We shall overcome some day
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ALMA MATER

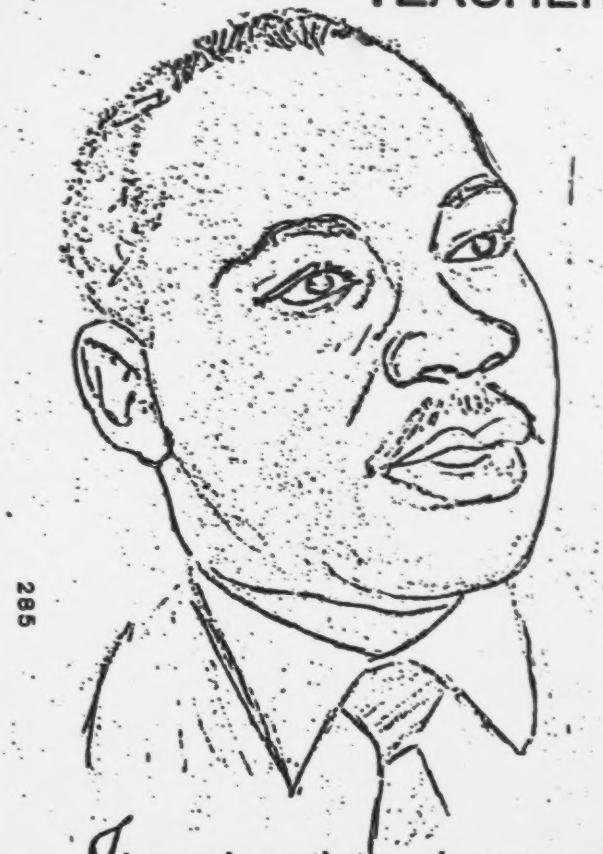
Alma Mater God Preserve Thee
Dear Schenley High

Through the Years we hope to serve thee
Dear Schenley High

We revere the spirit caught there,
Reverence minds that lived and thought there,

Memories of Our Alma Mater
Dear Schenley High

SCHENLEY HIGH SCHOOL
TEACHER CENTER



I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

MARTIN LUTHER KING, JR.

JANUARY 15, 1985

PROGRAM
"BUILD YOURSELF A DREAM"

Flag Salute	Annette Chatman
Musical Selection	Schenley Choir Dr. Ralph Hill, Director
Opening Remarks	Lorena Tooks
Dance Selection	Pam Robinson
Welcome	Lorena Tooks
Solo	Christine Byars
"Build Yourself a Dream"	Speakers

William Mitchell
Diane Thompson
Ralph Stone
Shanita Collins

Musical Selection	Schenley Choir
Introduction of the Guest Speaker	Annette Chatman
Guest Speaker	Mr. Harvey Adams Executive President, Pittsburgh NAACP
Closing Remarks	Lorena Tooks
Alma Mater	Schenley Choir and Audience

Martin Luther King, Jr. I

1928-1968 *A Great Leader*

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Production by
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LIFT EVERY VOICE AND SING

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Ring with the harmonies of Liberty.
Let our rejoicing rise, high as the listening skies
Let it resound loud as the rolling sea
Sing a Song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us,
Facing the rising sun of our new day begun
Let us march on till victory is won.

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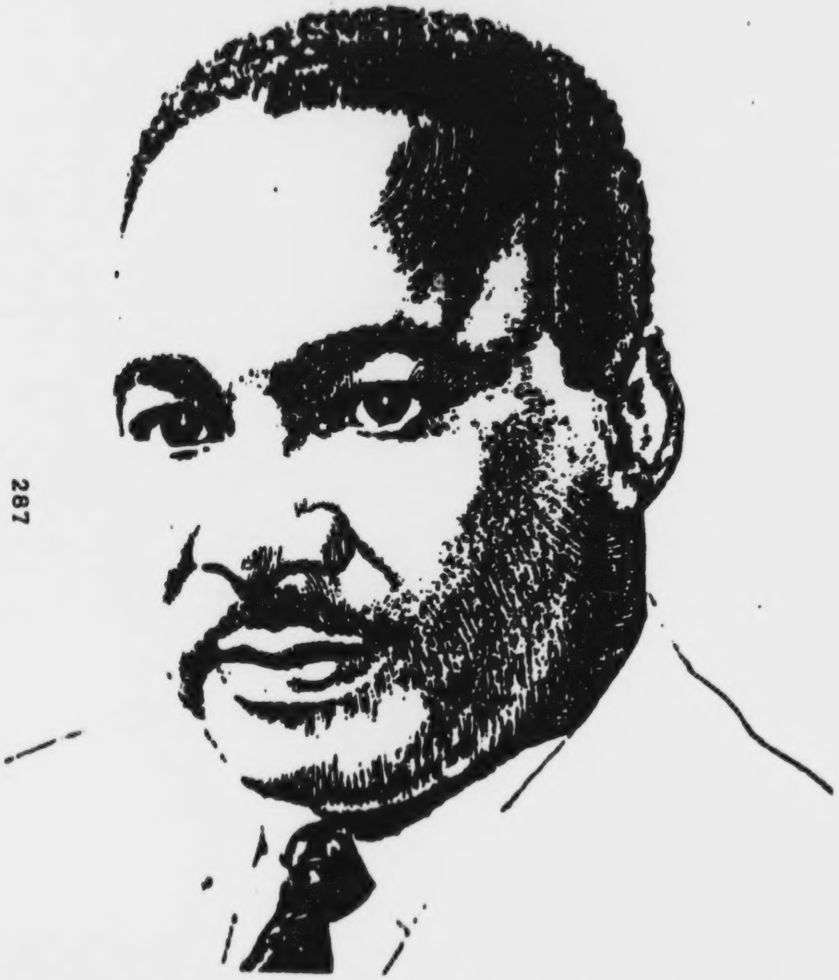
SCHENLEY HIGH SCHOOL
TEACHER CENTER



MARTIN LUTHER KING, JR.

JANUARY 15, 1986

PROGRAM

"A CALL TO THE NATION"

Flag Salute	Richard Ward
Welcome	Brian VanDusen
Musical Selection	David Jefferson
Speaker	Annette Chatman
Musical Selections	Sounds of Heritage Dr. Ralph Hill, Director
Speaker	Christopher Barnhil
Musical Selections	Sounds of Heritage
Speaker	Charlotte Birchard
Musical Selections	Sounds of Heritage
Speaker	Brian VanDusen
Musical Selections	Sounds of Heritage
Remarks	Dr. John Young Principal
Closing Selection	Schenley High School Alma Mater

On King's gravestone are some words from one of his favorite spirituals. He used these words to end his "I have a dream" speech in Washington.

Wide World
REV. MARTIN LUTHER KING JR
1929 — 1968
FREE AT LAST. FREE AT LAST.
THANK GOD ALMIGHTY I'M FREE AT LAST

December 1, 1955, had been a long day of hard work for Rosa Parks. She was dead tired and her feet hurt. So, when the Montgomery, Alabama, bus driver ordered her to give up her seat to a white passenger, Mrs. Parks refused d was immediately arrested for diseying the city's segregation law. Thus gan the massive Civil Rights movent that changed the face and future the United States. It also introduced to the world an eloquent and inspirational black minister from Atlanta, Georgia, named Martin Luther King, Jr.

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SUBJECT AREA: Social Studies/Art GRADES: 9-12

Lesson Plan

(2-3 classes as needed)

I. BEHAVIORAL OBJECTIVES

To enhance the awareness of students to the civil rights movement and the ideals of Dr. Martin Luther King, Jr.

II. MATERIALS

Biographical sketch of Dr. King
Interview parents, grandparents on reaction to period of the 60's.
"I Have a Dream" speech. (See Appendix A.)
Art materials
Important Dates in Life of Martin Luther King, Jr. (attached)
Alphabet sheet (attached)

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Classroom discussions on speech, dates, Martin Luther King's goals.

B. **Developmental Activities**
Preparation by band for the assembly
Selections prepared by choir
People poster
Mobile

C. **Culminating/Summarizing Activities**
Assembly
  band selections
  creative dance and special solo by choir member
  speaker - Dr. James Sims, Minister and Assistant Executive Secretary to Mayor of Pittsburgh

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Classroom discussion of assembly.
Journal writing - Topics designed to get personal reactions not discussed in class.

B. **Analysis/Reflection by teacher**
Excellent assembly and very well-received by student body. Dr. Sims gave a dynamite short analysis of the civil rights movement during Dr. King's life. It was an educational and inspirational experience. The student participation by band and choir, dancer and soloist was important to everyone.

Ruth Henderson
Langley High School
Pittsburgh Public Schools
Pittsburgh, PA

CELEBRATING THE DREAM

1929-1968

Martin Luther King, Jr.
January 15, 1986

LANGLEY HIGH SCHOOL

309

CELEBRATING THE DREAM

> I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.
>
> Martin Luther King, Jr.

A very special thanks to all of the participants who contributed their time and talent for our first commemorative assembly honoring
Dr. Martin Luther King, Jr

PROGRAM

Welcome	Mr. Raymond Ames
Musical Selection	Langley Band Mr. James Stillwagon, Director
Selection	Langley Varsity Choir Mr. James Charlton, Director
Dance Selection	Sheryl Jessep
Soloist	Lillian Eleam
Introduction of Guest Speaker	Dawn Fitzpatrick
Guest Speaker	Dr. James Sims St. Paul Baptist Church Assistant Executive Secretary, Mayor's Office
Closing Remarks	Mr. Daniel Belisario Principal
Musical Selection	Langley Varsity Choir

IMPORTANT DATES IN THE LIFE OF MARTIN LUTHER KING

1/15/29	Martin Luther King was born in Atlanta
1935-1944	Martin attended elementary, junior high and high school in Atlanta. Martin skipped 9th and 12th grades in school.
1944-1951	At the age of 15 he entered Morehouse College in Atlanta, graduated at 19 and entered Crozer Seminary School. He graduated with all A's and as an outstanding student.
1953	He married Coretta Scott in Atlanta and they had 4 children.
1954	Martin Luther King becomes a full time pastor of the Dexter Baptist Church in Montgomery, Alabama.
1955	Martin Luther King received his Doctorate Degree at Boston University.
	Rosa Parks was arrested for trying to stop bus segregation by refusing to give up her seat on the bus. Montgomery Bus Boycott begins and 1 year later the city buses are integrated for the first time.
1958	Dr. King's first book is published called Stride **Toward Freedom: The Montgomery Story.**
1959	Dr. King resigns as pastor of Dexter Baptist Church and became the co-pastor of his father's church Ebenezer Baptist Church
1963	Dr. King continues to fight for freedom and he delivers his speech "I Have a Dream" at the Lincoln Memorial in Washington, D.C.
1964	Dr. King had been arrested 12 times because he tried to stop segregation. Nobel Peace Prize received in Oslo, Norway.
1966	Dr. King moves to the West Side of Chicago.
1967	By 1967 Dr. King had published 6 books. His last book was called, **Where Do We Go From Here.**
1968	Dr. King delivered "I've Been to the Mountaintop" in Memphis.
4/4/68	Dr. King was assassinated in Memphis, Tenn. by James Earl Ray.

MARTIN LUTHER KING

M is for Minister, a God fearing man
A is for his Ambition, to bring peace to our land
R is for Righteousness, he tried to make us see
T is for the Temptations, he overlooked for you and me
I is for Integrity that no one could ignore
N is for the Nobel Peace Prize of Nineteen Sixty-Four

L is for the Love he tried to display
U is for the Unity he wanted for us today
T is for the Trials he had to sit through
H is for the Heartaches he had to suffer too
E is for Everlasting strength he showed
R is for the many Risks he did undergo

K is for the Kindness he tried to project
I is for the Injustice he tried to correct
N is for the Notoriety he was able to withstand
G is for Gaining freedom for the minorities of our land.

Ruth Henderson
Langley High School
Pittsburgh Public Schools
Pittsburgh, PA

SUBJECT AREA: Reading/English GRADE: 9-12

Unit Plan

I. DATA

A. **Topic:** Black History and Literature

B. **Number of Lessons:** Varies - minimum 15

II. GENERAL PURPOSE OF UNIT (GOAL)

Knowledge and appreciation of blacks' contributions to American society

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will examine the historical and literary contributions of blacks through researching, listening, reading and viewing a variety of materials by and about blacks.

Students will demonstrate new insights and knowledge through oral and written responses and reports, individual taped readings, choral readings and summary quizzes.

IV. MATERIALS AND RESOURCES

Stories: NOVA I, Scott-Foresman, Glenview, IL 1981
"Arthur" by Sharon Bell Mathis
"Only Clowns Passing Through" by Jeanne A. Taylor
Houghton Mifflin Action Series, 1970:
Encounters: "Thank You M'am" by Langston Hughes
Forces: "Yes I Can" by Sammy Davis Jr.
Miscellaneous Reference Books from library
Poetry: See Unit and Lesson Plans on Black Poetry
Audio-Visual: "Raisin in the Sun" filmstrip
"Harlem Renaissance and Beyond" filmstrip and tapes. Guidance Association, Harcourt-Jovanovich & Brace Inc., 1969.
"Poetry of Langston Hughes" read by Ruby Dee and Ossie Davis. Record. Caedmon.
"Black Boy" record
"Langston Hughes" filmstrip. Brunswich Productions.

V. ACTIVITIES

A. Readings/Literature

Read short stories and discuss re: relationships with self and others, universality of emotions.

Brainstorm topics about blacks in America. Then research and write on one topic or one person. Compile a "Black History Bulletin" and distribute through social studies classes.

Discuss black experience in relation to treatment and emotions according to four time periods: Africa to the Civil War; Civil War to the Harlem Renaissance; Harlem Renaissance to the Civil Rights Movement and Martin Luther King; Civil Rights Movement to the present. Respond to teacher-made quiz.

Read and listen to poems; discuss and respond to questions, quizzes.

Choose 1-2 poems and present choral readings.

B. Audio-Visuals

View filmstrips; discuss and respond re: historical setting and mood.

Tape 1 poem and contribute class tape to library.

Collect and display news and magazine articles about blacks in the news.

C. Speakers/Panels

Hold a symposium, panel or schedule times for speakers on different aspects of the black experience and contributions, i.e.:

NAACP representative - Black/Civil Rights Movement
Literature professor - poetry and literature
Anthropologist - comparative slavery systems
Lawyer - legal issues

D. Music

Select background music for taped readings.

E. Art

Design cover for Black History Bulletin or hold contest for best design.

VI. EVALUATION

A. **Of students**
Participation, oral and written responses to opinion questionnaire on value of unit and learning, and to teacher-made quizzes.

B. **By teacher**
Response to opinion questionnaire was that students learned about people and attitudes that they had not known about before; real evidence of new learning. Response to different authors and poets showed evidence of new appreciation and understanding of why "voice" echoed the times, and how style and content were related. Recommendation was that this be done not as an isolated unit, but interspersed throughout year, with perhaps one special event near Martin Luther King's birthday celebration, or during Black History Month.

Suzanne H. Bowman
Churchill High School
Woodland Hills School District
Pittsburgh, PA

SUBJECT AREA: Reading/English **GRADE:** 9-12

Unit Plan

I. DATA

A. **Topic:** Black Poetry

B. **Number of lessons:** As needed

II. GENERAL PURPOSE OF UNIT (GOAL)

Students will examine the individual's quest for identity in America and the need to find pride in one's identity.

Students will examine the individual's growth process and apply it to their own lives, as well as examining the individual's growth in relation to others.

Students will see the individual as a victim of fate and past circumstances, as well as a "free agent," in the quest for a better future.

Students will be introduced to the 20th century sexual, racial, religious, and geographical diversity.

Students will be able to recognize the techniques of poetry including simile, metaphor, imagery, rhythm, and figurative language.

(Note: Original objectives taken from Churchill High School Language Arts Curriculum Guide; underlining denotes my addition).

III. SPECIFIC BEHAVIORAL OBJECTIVES

To provide all students with a new appreciation of black poets and poetry, and to instill a sense of pride in black students as they learn of the contributions of black poets to the field of American Literature.

To enable students to experience, even if vicariously, what it means to be black in America.

To acquaint students with the varieties of black poetry from lyrical to free verse to dialectical, and to recognize the relationship of form to content.

To enable students to recognize voice/theme in black poetry, such as endurance, strength, anger, hostility, tenderness, love and faith.

To help students become aware of black poetry as a vehicle of emotional and psychological expression.

IV. MATERIALS AND RESOURCES

Display/Bulletin Boards
- Photos, news and magazine articles of Black literary achievements
- Copies of poems centered around theme/idea/objective
- List of books available from library, on Black poetry
- Display of favorite poems
- Rack display of collected Black poetry books

Content/works to be used in unit in conjunction with objectives:
- Objective 1 (identity, pride):
  - Langston Hughes: "I've Known Rivers," "Motto," "Theme for English B."
  - Sonia Sanches: "Let Us Begin the Real Work"
  - Richard Wright: "Hokku Poems"
  - Claude McKay: "America"
  - Margaret Walker: "For My People"
- Objective 2 (growth, rel. with self, others)
  - Langston Hughes: "Mother to Son," "Life is Fine"
  - Nikki Giovanni: "To P. J.," "Nikki-Rosa"
  - Sonia Sanchez: "Alone"
- Objective 3 (fate, past, free agent viables for better future)
  - N. Giovanni: "Teach the Children: Poem"
  - L. Hughes: "I Dream a World," "Impasse," "Dream Deferred," "As I Grew Older"
  - Countee Cullen: "From the Dark Tower," "Incident"
  - Paul Lawrence Dunbar: "We Wear the Mask"
  - Arna Bontemps: "A Note of Humility"
  - Georgia Douglas Johnson: "My Little Dreams"
  - Claude McKay: "If We Must Die," "Harlem Dancer," "White Houses"
  - LeRoi Jones (Imamu A. Baraka): "To Malcolm X"
- Objective 4 (diversity)
  - Gwendolyn Brooks: "We Real Cool," "Strong Men, Riding Horses"
  - Georgia D. Johnson: "Interracial," "Common Dust"
  - L. Hughes: "I Too Sing America"
  - Paul L. Dunbar: "The Party"

Specific Texts and Books:
- Granite, Harvey R., et al. HOUGHTON MIFFLIN ACTION SERIES (Encounters, Forces, Challenges, Crosscurrents), Boston, Houghton Mifflin Co., 1970.
- Hollenbeck, Donald T. and Johnson, Julie West. LITERATURE (Yellow level), Evanston, IL, McDouglas, Littell & Co., 1984.
- McDermott, Jane and Lowry, Thomas V. PERSPECTIVES IN LITERATURE: A Book of Modern American Poetry, New York, Harcourt, Brace, Jovanovich, Inc., 1970.

Niles, Olive Stafford, et al. NOVA: SIGNAL SERIES, IL, Scott Foresman and Co., 1981.
Hughes, Langston and Arna Bontemps. THE POETRY OF THE NEGRO.
Hughes, Langston. THE PANTHER AND THE LASH.
Johnson. NEGRO POETRY.
Bontemps, Arna. AMERICAN NEGRO POETRY.
Bontemps, Arna. GOLDEN SLIPPERS.
Chapman, Abraham. BLACK VOICES.
Adoff, Arnold. THE POETRY OF BLACK AMERICA.

Audio-visual suggestions
Record: "Poetry of Langston Hughes"
Filmstrips and cassettes: "Harlem Renaissance and Beyond"
"Langston Hughes" filmstrip; (Brunswick Prod.)
"The Poetry of Langston Hughes," read by Ruby Dee and Ossie Davis (Caedmon)
"Harlem Renaissance and Beyond," 2 tapes with filmstrips; Guidance Assoc., subsidiary of Harcourt, Brace, Jovanovich, Inc., 1969.

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. Readings/Literature

Read poetry selections; write free responses and/or write and discuss answers to teacher-composed questions.
Research and give oral reports on biographies of black poets.
Identify at least 4 black poets by writings and by 2 pertinent biographical facts.
Compare the writing techniques of 2 black poets.
Compare feelings and messages of poets studied and hypothesize reasons for these feelings.
Give examples of poetry techniques from objectives.
State themes, poet's message and give possible reasons why these were voiced.

B. Audio-Visuals

Listen to records of black poetry before and during reading of same. Discuss themes and styles.
Listen to and view filmstrips on Harlem Renaissance and on Langston Hughes; relate to poetry studied.
Individuals tape favorite poem and donate tape to library.

C. Speakers/Panels

D. Music

Choose proper background music to use with taped poems.

E. **Art**
Make booklet of photocopied poems and design cover.

F. **Puzzles/Games**
Crossword puzzle or word search of poet's names or poetry titles.

VI. EVALUATION

A. **Of students**
Responses to questions and other written assignments.
Reports

B. **By teacher**
Students showed a great deal of interest in learning about black poets, enjoyed the various types of poems and taping their favorite. Definite evidence that this was new knowledge for most of them.

Suzanne Bowman
Churchill High School
Woodland Hills School District
Pittsburgh, PA

SUBJECT AREA: Reading/English **GRADE: 9-12**

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Cognitive:

Students will be able to identify and give examples of simile, metaphor, imagery and figurative language in a poem.

Students will be able to state themes/voice of various poems.

Students will be able to identify the different types of relationships illustrated in the poems and then explain how each is related to growing as a person.

Students will be able to discuss how a person can change his point of view of life and grow from one stage to another.

Students will be able to summarize the ideas of the individual poems into a total picture of the growth process.

Affective:

Students will be able to relate a feeling or emotion to their own feelings and emotions.

Students will display acceptance of differences in races and cultures in the realm of growing as a person.

II. MATERIALS

Copies of poems by Hughes, Giovanni, Sanchez
Record of Langston Hughes Poetry
Journals
Prior readings for background: "Thank You, Ma'am"- Langston Hughes; "Only Clowns Passing Through"- Jeanne A. Taylor; "Arthur" - Sharon Bell Mathis.

III. PROCEDURES

A. Motivational and Initiatory Activities

Question students: Thinking back over recent stories we have read, ("Thank You, Ma'am" and "Only Clowns Passing Through"), what were the relationships in these stories? Who was taking care of whom? Think also of the story "Arthur"- how many different relationships have we read about? Who was trying to teach someone something? In your life, who teaches you "right" from "wrong"? Who has helped or influenced you while you are growing up? Is it always a family member? (Get reactions and discussions from students.)

Today we're going to hear some poems and read along to find out more about what different relationships have to do with our growing and changing as a person. As we read them, concentrate on what the relationship is and how that relationship may help someone grow and change in his or her personal life.

B. **Developmental Activities**

Introduction to Langston Hughes: give brief summary of who he was and his contributions to Black-American literature.

The first poem we'll read is by Langston Hughes, called "Mother to Son." Since the relationship is obvious, think about the message the mother is giving to the son and also, look for figurative language and a metaphor in this poem. (Review meanings of both).

Play recording of poem while students read along with their copy.

Discussion questions:

- What is the relationship of the people in this poem?
- What is the mother's message? What kind of growth does the mother want her son to show?
- What is the metaphor in this poem? How does Hughes illustrate this?
- What do you see as figurative language? Give examples.

Another black poet who writes of relationships is Sonia Sanchez. (Brief overview/bio). Look for the relationship and also for the metaphors in this poem, "To P.J."

Before I read it as you read along, look it over first and tell me what you notice is different about the way this is written. Why do you think she wrote in this manner?

Read aloud as students read along.

Discussion questions:

- Who are the people and the relationship in this poem?
- What message is the poet giving? Is the message intended only for the child in the poem? If not, who else is the poet directing the message to?
- What are the metaphors in this poem? Give an example of figurative language.

The third poet whose work we'll read is Nikki Giovanni. (Brief bio/descr.) This has to do with feelings we have as we grow and what relationships have to do with those feelings.

Notice the way this poem is written also. Be able to tell me if this is lyrical (or rhyming) poetry or free verse, and anything else you notice about the way it is written.

Ask for a volunteer to read this aloud as students read along.

Discussion questions:

- What does this poem have to do with relationships? What feelings do you sense here? How do those feelings influence us as we grow?
- What is the form of this poem? Lyrical? Free verse? Can you think of any reason why it was written this way? What else was unusual about how it was written? What does it have to do with the feeling in the poem?
- What does the poet mean by "there are flies everywhere I go"? Is this imagery, figurative language, metaphor, simile? Explain. State this phrase as a simile.

C. **Culminating/Summarizing Activities**

Each of these poems has a theme that relates to growing as a person and tells about a relationship. What would you say are the themes and relationships of each of these? How do these relationships influence us as we grow and change?

Is this growth the same process for blacks and whites? Which poems seem to emphasize that it is perhaps different? What feelings, emotions would be the same?

For your assignment today, listen to one more poem by Langston Hughes which tells of another type of relationship we haven't discussed yet. After it's read aloud, re-read it again to yourself and answer these questions, which we'll discuss first thing in class tomorrow. If you do not finish this class period, take the poem copy with you and complete this for homework.

- What relationship is being explained in this poem?
- What has happened?
- What is the tone of the poet at the beginning, the middle, the end?
- Why do you think this person changed in attitude?
- What type of poetry is this (lyrical, free verse)? How do you know?
- What is the metaphor in this poem?
- What would be the theme or tone of this poem?

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
From the class discussion and the answers to the assignment, were students able to:
- Give examples of metaphor, figurative language, imagery and re-state one as a simile?
- Adequately state themes of poems?
- Correctly identify the relationships and establish how that relationship could influence the growth process?
- Understand what causes attitudes to change?
- Give examples of their own life situations which were similar to those in the poems?
- Verbalize how the growth and change process might be the same for both blacks and whites? How they could be different?

B. **By teacher**
Students really "got into" this poetry - they readily discussed the feelings and really seemed to understand how the style and content were related.

Suzanne Bowman
Churchill High School
Woodland Hills School District
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 9-12

Unit Plan

I. DATA

A. **Topic** - Martin Luther King, Jr.

B. **Number of lessons** - one to four days

II. GENERAL PURPOSE (GOAL)

To recognize the contribution of Dr. King to the Civil Rights Movement

III. SPECIFIC BEHAVIORAL OBJECTIVES

Students will demonstrate knowledge and understanding of life and contributions of Dr. Martin Luther King, Jr., through viewing of video, selected activities, and discussion.

IV. MATERIALS AND RESOURCES

Video Cassette "King" (Thorn EMI, HBO Video Tape, Vol. 1,2, "King", 1370 Avenue of the Americas, NY 10010

V. ACTIVITIES

A. **Reading/Literature**

B. **Audio-Visuals**
Viewing of video cassette above along with individual teachers' selection of appropriate related activities including background information and follow-up discussions.

VI. EVALUATION

A. **Of students**
Students' oral and/or written responses dependent upon individual teachers' requirements.

Herb Todd, Chairman
Social Studies Department
Churchill High School
Woodland Hills School District
Pittsburgh, PA

SUBJECT AREA: English GRADE: 10-12

Unit Plan

I. DATA

A. **Topic:** Martin Luther King

B. **Number of lessons:** as needed

II. GENERAL PURPOSE OF UNIT (GOAL)

We include Dr. King in our study of American literature. We use his "I Have a Dream" speech as an example of persuasive writing. This year we plan to show the episode on the contribution of Black English to American language from The Story of English series. Our goal is integration rather than segregation.

III. SPECIFIC BEHAVIORAL OBJECTIVES

IV. MATERIALS AND RESOURCES - **see below**

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Reading/Literature**
"I Have A Dream" speech (Appendix A)

B. **Audio-Visuals**
Story of English Series - Contribution of Black English to the American language

C. **Other**
"I Have A Dream" speech read and discussed as example of persuasive writing

VI. EVALUATION

A. **Of students**
Discussion of speech and text

Department of English
Newark High School
Christina School District
Newark, DE

SUBJECT AREA: Social Studies **GRADE:** 10-12

Unit Plan

I. DATA

A. **Topic:** Dr. Martin Luther King, Jr.

B. **Number of lessons:** 4

II. GENERAL PURPOSE OF UNIT (GOAL)

To develop an understanding of Martin Luther King's background

III. SPECIFIC BEHAVIORAL OBJECTIVES

To develop an understanding of Martin Luther King's methods, speeches, and impact on the civil rights movement

IV. MATERIALS AND RESOURCES

Text: **Minorities: USA**
King's speeches

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Text: **Minorities: USA**
Select readings from Ghandi, Thoreau, Washington, Garvey, etc.

B. **Audio-Visuals**
Overhead - select pictures

C. **Speakers/Panels, etc.**
Rev. King's speech "I Have a Dream"

D. **Music**
"We Shall Overcome"

E. **Art**

F. **Puzzles/Games**
Class contest "bee" for review questions on material.

G. **Community/Outside Groups**

H. **Combination Projects** (involving two or more of above areas)
Student reports on gains by minorities in the past decade, also nonviolent demonstrations and their outcomes.

VI. EVALUATION

Of students
Written quiz

William Chandler
Hilaire Modic
James Kuczek
Penn Hills Sr. High School
Penn Hills School District
Pittsburgh, PA

SUBJECT AREA: Library **GRADE:** 10-12

Lesson Plan

Number of lessons: 5 days (2 days in Library/Media Center)

I. OBJECTIVES

Students will demonstrate knowledge of use of library resources and ability in research, writing and reporting.
Students will show knowledge of a black poet by researching, writing and reporting on selected poet.

II. MATERIALS

"Martin Luther King, Jr." World Book Encyclopedia
List of books, filmstrips, recordings, posters available from library

III. PROCEDURES

A. Motivational and Initiatory Activities

Listen to recording - Nikki Giovanni

B. Developmental Activities

Classroom introduction by English teacher.
Introduction to library materials and necessary research skills by librarian.
Individual research
  The student will select the name of a black poet.
  The student will check the card catalog for material available on poet.
  The student will use Granger's Index to Poetry to locate three poems by poet.

C. Culminating/Summarizing Activities

Student will present 1-2 minute speech on poet to class.
Student will turn in 2-page written report and copies of 3 poems to English teacher.
Listen to parts of recording "Anthology of Black Poetry."

IV. EVALUATION

Teacher grades library research, speeches and written report.

Mrs. Diane Murphy
Mr. Louis Hrabik
Penn Hills Sr. High
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 10-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

Compare and contrast aspects of American life in the 50's, 60's, 70's and 80's for minorities.

Trace the gains of minorities in the civil rights legislation and its enforcement.

II. MATERIALS

"I Have A Dream", Stephen Oates

III. PROCEDURES

A. Motivational and Initiatory Activities

Offer a brief personal review of our memories of Dr. King.

B. Developmental Activities

Review of philosophy of nonviolence in civil disobedience.
Montgomery bus boycott
Nonviolent arrests
Hostility in Birmingham
March on Washington - "I Have a Dream"
Nobel Peace Prize

C. Culminating/Summarizing Activities

Discuss:
Minorities today
Desegregation of schools, neighborhoods, churches, hospitals, housing and employment.

IV. EVALUATION

A. Procedures used to evaluate students' understanding

A subjective evaluation of the discussion
Written assignment: What gift has King given you?

William Chandler
Hilaire Modic
James Kuczek
Penn Hills Sr. High School
Pittsburgh, PA

SUBJECT AREA: Social Studies GRADE: 11

Unit Plan

I. DATA

A. **Topic**: Martin Luther King, Jr.

B. **Number of lessons**: 2-3

II. GENERAL PURPOSE OF UNIT (GOAL)

To supplement textbook information on the process of and progress in the Civil Rights Movement during the 1960's

III. SPECIFIC BEHAVIORAL OBJECTIVES

To identify and evaluate the techniques used by M. L. King, Jr. to further the cause of Civil Rights in the U.S.

IV. MATERIALS AND RESOURCES

Text: **Rise of the American Nation**
Library: **King: A Critical Biography**
Let the Trumpet Sound
Readings: **Eyewitness: The Negro in American History**
"Essay on Civil Disobedience" Thoreau

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**
Eyewitness: The Negro in American History

B. **Audio-Visuals**
If special program is presented on national t.v. or PBS, it will be taped and used either in entirety or appropriate portions.

VI. EVALUATION

A. **Of students**
Written essay

Roberta H. Dukes
Claypoint High School
Brandywine School District
Wilmington, DE

SUBJECT AREA: English GRADE: 11

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To investigate and evaluate the techniques used by M. L. King, Jr. to ensure that minority groups benefit from the Civil Rights guaranteed by the Constitution

II. MATERIALS

Text: **Rise of the American Nation**
Library: **King: A Critical Biography**
Let the Trumpet Sound
Readings: **Eyewitness: The Negro in American History**
"Essay on Civil Disobedience" Thoreau

III. PROCEDURES

A. **Motivational and Initiatory Activities**
Discussion of reactions to and feelings about times when students were prevented from doing something they felt they had a right to do because of factors over which they had no control

B. **Developmental Activities**
Reading of text
Reading from **Eyewitness** and Thoreau by students
Oral reports from students on M. L. King, Jr. and on Mahatma Ghandi's use of nonviolence as a technique of power and change

C. **Culminating/Summarizing Activities**
Discussion, evaluation, analysis. Review major points. Review objective.

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Essay. Critically evaluate the techniques used by Dr. M. L. King, Jr., to ensure minority participation in the American dream. Include a discussion of the reasons for these techniques.

Roberta Dukes
Claymont School
Brandywine School District
Wilmington, DE

SUBJECT AREA: Social Studies **GRADE:** 11

Unit/Lesson Plans

I. BEHAVIORAL OBJECTIVES

Unit objectives for Civil Rights Movement:

To know that during the 1950's black Americans took action to secure for themselves civil rights equal to those enjoyed by white Americans and that they were aided in their struggle for civil rights by several important Supreme Court decisions and by supportive actions taken by the federal government

To know that while many Americans accepted the changes brought about by the black struggle for civil rights, there was strong opposition to the black civil rights Movement in both the North and the South

To be able to define the terms civil rights, and segregation and apply them to selections about the black movement for equal rights

To be able to state the main points of three important Supreme Court decisions in the area of civil rights Plessy v Ferguson, Sweatt v Painter, Brown v Board of Ed Topeka, Kansas

To know what seemed to be some of the most important problems facing many black Americans during the period 1960 to the present

To know what some black leaders thought should be done to attack or solve these problems

To form and state an opinion about what should be done to solve some of the problems still facing black Americans and who should do it

II. MATERIALS

Text: Discovering American History
Filmstrips on "Malcom X"; "Martin L. King: Rush Towards Freedom" (Surveys Civil Rights Movement)
"Martin Luther King Jr.: Chronicle of A Dream," Time and Education Program, 1985. (Available from Time Ed. Programs, 10 N. Main St., Yardley, PA 19067 at special rate of $7.95/unit)

III. PROCEDURES

A. **Motivational and Initiatory Activities**

B. **Developmental Activities**
Reading and discussion on relevant text materials and Time information
Viewing of filmstrips and discussion

C. **Culminating/Summarizing Activities**
Student library assignment to evaluate some current aspect of life for the black American and report on it

IV. EVALUATION

A. **Procedures used to evaluate students' understanding**
Exam

Jim Stephenson
Gateway Senior High
Gateway School District
Monroeville, PA

SUBJECT AREA: Social Studies GRADE: 11

Unit Plan

I. DATA

A. **Topic:** Civil Rights in the Fifties: Black Americans face the future

B. **Number of lessons:** 7

II. GENERAL PURPOSE OF UNIT (GOAL)

The purpose of this unit is to trace the Civil Rights movement since the fifties.

III. SPECIFIC BEHAVIORAL OBJECTIVES

List actions taken by black Americans to secure civil rights equal to white Americans.
Cite actions taken by black Americans to secure equal rights that had Supreme Court backing.

IV. MATERIALS AND RESOURCES

Filmstrip: "Search for Black Identity, Part I. Stand Up for Truth"
Filmstrip: "Search for Black Identity, Part II. A Drum Major for Justice"
Record: "Plessy v. Ferguson (1896) Supreme Court Case"
Record: "Brown v. Board of Education (1954)"

V. ACTIVITIES TO CELEBRATE MARTIN LUTHER KING BIRTHDAY

A. **Readings/Literature**

B. **Audio-Visuals**
See above

VI. EVALUATION

A. **Of students**
Students will receive an objective examination at the end of the unit of study.

Dr. Kenneth L. Stillwagon
Gateway Senior High School
Gateway School District
Monroeville, PA

SUBJECT AREA: English/L.A. GRADE: 11-12

Lesson Plan

I. BEHAVIORAL OBJECTIVES

To have students understand the importance of goals
To assess the impact of the goals and dreams of two men of vision - Thoreau and King

II. MATERIALS

Thoreau, "Where I Lived and What I Lived For" (Walden)
King, "I Have A Dream" (speech - Famous Speeches)

III. PROCEDURES

A. Motivational and Initiatory Activities

Class discussion: the importance of one's beliefs/one's dreams

B. Developmental Activities

Individually students list
- Thoreau's Reasons for Living
- King's dreams
- their own goals and dreams

Student reports - Thoreau's impact and influence; King's impact and influence

C. Culminating/Summarizing Activities

Student compositions:
- "Did M. L. King's Dream Come True?"
- "Thoreau and I: Where I Live and What I Live For"

IV. EVALUATION

A. Procedures used to evaluate students' understanding

Class participation in discussion/specific, concrete detail in composition

Ruth Jordon
East Allegheny High School
East Allegheny School District
North Versailles, PA

GENERAL SUGGESTIONS AND PROJECTS

GENERAL SUGGESTIONS/PROJECTS CONTENTS

I. ELEMENTARY SCHOOLS
  A. Givens - Red Clay/Wilmington
  B. Hagarty - Red Clay/Wilmington
  C. Reed - Red Clay/Wilmington
  D. Williams - Red Clay/Wilmington
  E. Garrett - Arlington/Pittsburgh
  F. Wauer - Philip Murray/Pittsburgh
  G. Pollack - Sunnyside/Pittsburgh
  H. Clegg - William Penn
  I. Hay - Woodland Hills
  J. Cusick - Woodland Hills

II. SECONDARY SCHOOLS
  A. DiBlassio - Red Clay/Wilmington
  B. Muro - Clairton
  C. Bevil - E. Allegheny
  D. Violi - E. Allegheny
  E. West - E. Allegheny
  F. Schwerger - Gateway
  G. Gateway School District Teachers
  H. Osley - Peabody/Pittsburgh
  I. Physical Education Dept. - Pittsburgh

III. DISTRICT PROJECTS
  A. Murphy/Hrabek - Penn Hills
  B. Heydt - Pottstown

GENERAL SUGGESTIONS/PROJECTS

ELEMENTARY SCHOOLS

A. The activities listed below were part of our celebration of Dr. King's holiday:

Hall Display: Picture of Dr. King with Langston Hughes' poem, "I Loved My Friend"
Computer Print-out: Banner, "Happy Birthday, Dr. King" which was colored by students and displayed on classroom wall
Scholastic News Booklet featuring Dr. King was read and discussed by students and teacher
Social Studies Unit taught on Dr. King during which students prepared activity booklets highlighting events in his life

Book: The Picture Life of Martin Luther King, Jr., by Margaret B. Young, was shared with students in one classroom
Listening Activity: Record, "I Have a Dream"
Pictures: "Famous American Series, Dr. King et. al." displayed
Numerous worksheets relating to Dr. King's life were completed during language arts periods

Joseph Givens, Principal
Forest Oak Elementary School
Red Clay Consolidated School District
Wilmington, DE

B. First and second grade teachers presented a program in our auditorium for the entire student body. Under the direction of those teachers, students gave information about Dr. King, sang songs relevant for that period of his history, and presented an interesting program which was video taped; the video tape will be available for review for similar programs in the future.

In addition to coordinating the assembly program the second grade teacher conducted group discussions with the class, read them stories about Dr. King, showed filmstrips about him, and involved his life in Social Studies assignments.

Students were given a homework assignment to find out anything they could about Dr. King and shared their findings the next day with the class. They read and discussed a two-page activity which provided background about Dr. King's life and then cut out pictures, and obtained information to form an eight page booklet about him (MacMillan Seasonal Act. Packs - Winter Fest., p. 5, 6. Dr. Martin Luther King Worksheets).

Students had a group discussion of who Dr. King was and what he did to develop background information about him. A teacher's aide talked to the students about her experiences living during Dr. King's time and presented a very interesting background. Students then made booklets about Dr. King's life.

To commemorate Martin Luther King's birthday, another class discussed the Dr. Suess story "Sneetches" as a way to understand prejudice. They then discussed Dr. King's life and ideas and made storybooks about him.

A third grade teacher showed a filmstrip about Dr. Martin Luther King and played the "I Have a Dream" tape to provide information for discussion about Dr. King's life.

In another class, the teacher read portions of "The Life and Death of Martin Luther King, Jr." to her class and then discussed what blacks were not allowed to do during that period of our history. The class then discussed the "I Have a Dream" speech and the fact that children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. Children shared their feelings about the above concept with role playing to make a deeper impression of those concepts. Most also had watched TV specials during the week and were generally well informed about the life of Dr. King.

One class had excerpts from Scholastic News about Martin Luther King read to them. They then wrote paragraphs about whether Dr. King should have or shouldn't have stood up for his rights, and did other background reading about the life of Dr. King. They also watched a film about the life of Dr. King.

Another teacher developed a bulletin board display in the classroom with pictures and captions depicting important events in the life of Dr. King. She also taught five to six Social Studies lessons about Dr. King: his life, his contributions to the Civil Rights Movement, and why he is honored with a national holiday.

One fifth grade class had a discussion following a lecture about the significant events leading up to Dr. King's birth. After that the entire class read and discussed the biographical sketch of his life. Emphasis was put on the major events which he influenced during his life. Students were very receptive and seemed to enjoy the lessons.

Another teacher showed the class a filmstrip about Dr. Martin Luther King, had them listen to a segment of his sermon "I Have a Dream" and discussed the content of what they had seen and heard. Photographs taken by one of the teachers of Dr. King's home and Freedom Hall were shared with the class. During language arts class a one page biography of Dr. King's life was provided to be read independently, followed by a quiz and crossword puzzle relative to information about the life of Dr. King.

The special education students prepared a bulletin board display in the second floor hallway. The activity followed a classroom discussion. Since Dr. King lived during our time, it was easy to relate events from history that the teacher experienced. Students also told stories they heard from their parents about the political and social climate of the 60's. Some of the students used recess and time at home to research facts about Dr. King's life. Notable quotes that children can understand were displayed and pictures from magazines about Dr. King and his family were added to the bulletin board display.

The librarian provided books, filmstrips and tapes to students and teachers and gave a ditto about Dr. King to first grade teachers.

One Chapter I Reading teacher, read two chapters from a biography of Dr. King to her students. The chapters dealt with the Montgomery bus boycott about which the youngsters knew very little. Their understanding was improved considerably after the teaching activities conducted by our fourth and fifth grade teachers.

Another Chapter I Reading teacher led a discussion of why we celebrate Dr. King's birthday, used semantic mapping to list words to describe "KING," defined the term "dream" in relationship to Dr. King, and concluded by having students do a creative writing activity about "My Dream."

Contributing teachers:
Mrs. Duffy
Mr. Gallo
Ms. Hicks
Mr. Holstein
Miss Lewis
Mrs. McManus
Mrs. Moore
Mrs. Mosley
Mrs. Muddeman
Mrs. Neel
Mrs. Pelaso
Miss Rockhill
Mrs. Stallings
Mrs. Thompson
Mrs. Volkers
Mrs. Werber

Aide: Mrs. Boyer

Mr. Edward Hagarty, Principal
Richardson Park Elementary
Red Clay Consolidated School District
Wilmington, DE

C. The following details are submitted including the making of a video tape highlighting in-school activities which focus on this special occasion. One teacher will be the narrator as the camera visits several classrooms. The tape will be shared with the classes, as appropriate, during scheduled library periods (week of January 12). Theme: Happy Birthday to You -- An Observance of Brotherhood.

Phillip M. Reed, Principal
William C. Lewis Elementary
Red Clay Consolidated School District
Wilmington, DE

D. The following schoolwide activities were observed in commemoration of Dr. Martin Luther King:

January 16 - Over the school's public address system a brief biography of Dr. King was read during Prime Time by Mrs. Delois Booker, a fourth grade teacher.

January 19 - A play involving any interested student was presented to all students in grades 3-5 about the life and work of Dr. Martin L. King. This activity was organized by Miss Cathy Richardson, teacher of the Gifted and Talented.

January 19 - 12:30 p.m.
Bells rang and the entire school observed a moment of silence in commemoration of Dr. King.

Carolyn L. Williams, Principal
Marlbrook Elementary School
Red Clay Consolidated School District
Wilmington, DE

E. The following materials have proven to be valuable teaching aids:

1. "Black History Word Search and Quiz," "Black History Puzzle Pages," "Famous People Rebus." Black Books Committee, Carnegie Library of Pittsburgh, 1983, 84.
2. "From the Back of the Bus," Ebony Jr. Magazine. (No date supplied.)
3. Math coloring puzzles from reproducible pages. (No source given.)

Ms. Helen Garrett
Arlington School
Pittsburgh Public Schools
Pittsburgh, PA

F. Read a story from library, discuss, and color appropriate picture from a ditto master.

Mrs. Wauer
Philip Murray Elementary
Pittsburgh Public Schools
Pittsburgh, PA

G. Martin Luther King, Jr. "What's In a Name":

M Man of the Year, 1963 (*Time Magazine*)
A American of the Decade, 1963 (Laundry, Dry Cleaning, Die Worker's Int'l Union)
R Rosa L. Parks Award, 1968 (SCLC-Posthumously)
T *The Measure of a Man*, published in 1959.
I International publicity March on Washington, 1963
N Nobel Peace Prize Winner, 1964

L Loving father of four children - Dexter, Yolands, Bernice, and Martin III
U United many Negro people
T *The Trumpet of Conscience*, published in 1964
H Husband of Coretta Scott King
E Eloquent speaker
R Rusewurm Award, 1957 (National Newspaper Publishers)

K Killed by an assassin's bullet - April 4, 1968
I Initiated Bus Boycott, Montgomery, AL 1956
N Non-violent Civil Rights leader
G Graduate of Morehouse College, Crozer Theological Seminary, and Boston University

J John F. Kennedy Award, 1964
R Religious Baptist minister

Paul J. Pollock, Principal
Sunnyside Elementary
Pittsburgh Public Schools
Pittsburgh, PA

Brief quotations from some of Dr. King's speeches:

M Minority "Almost always the creative, dedicated minority has made the world better."
A Altruism "What are you doing for others?"
R Racism "For too long the depth of racism in American life has been underestimated."
T Thinking "Nothing pains some people more than having to think."
I Integration "The Negro's aim is to bring about complete integration in American life."
N Negro Voting "One of the most significant steps the Negro can take is the short walk to the voting booth."

L Love "Love is the most durable power in the world."
U Unity "There is amazing power in unity."
T Togetherness "We must all learn to live together or we will be forced to die together."
H Hate "Let no man pull you so low as to hate him."
E Education "Education and learning have become tools shaping the future."
R Retaliation "The strong man is the man who can stand up for his rights and does not hit back."

K King's Vision "I have seen the Promised Land."
I I "I Have A Dream."
N Nonviolence "Nonviolence is a powerful and just weapon."
G Greatness "Everybody can be great. You only need a heart full of grace. A soul generated by love."

J Justice "society must protect the robbed and punish the robber."
R Revenge "The old law of an eye for an eye leaves everybody blind."

Paul J. Pollock
Principal
Sunnyside Elementary
Pittsburgh Public Schools

H. Classes select specific activities from suggestions in packet distributed by the Pennsylvania Department of Education.

Robert Clegg, Principal
Park Lane School
William Penn School District
Yeadon, PA

I. Use the MLK Jr. curriculum packet with the theme "Let Freedom Ring" (PDE) in Social Studies classes, to celebrate MLK Jr. Birthday.

James B. Hay, Principal
Edgewood Elementary School
Woodland Hills School Dist.
Pittsburgh, PA

J. Fourth grade students will learn of Martin Luther King's persuasive power in public speaking through reading and discussing his famous "I Have a Dream" speech. They will then write their own speech beginning with this same phrase he made famous.

Mrs. Carolyn Cusick
Richard Quinette, Principal
Rankin Elementary
Woodland Hills School Dist.
Pittsburgh, PA

SECONDARY SCHOOLS

A. Richard V. DiBlassio attended the Dr. Martin Luther King, Jr. Celebration at Bayard Middle School. (It was a truly moving experience in honor of Dr. King and a marvelous program celebrating Black History Month.)

Two major highlights of the program were the gospel songs by Shirley Caeser, a grammy-award winner, and the film "His Light still Shines." Ms. Caeser's performance was very stirring. She is a gifted artist. Her explanation of gospel music was clear enough for all to understand.

The film which dealt with Dr. King's life was also very moving and well done. It was approximately thirty minutes long. It showed Dr. King giving some of his most memorable talks with children's narration interspersed throughout. The film is excellent and I highly recommend it for a school assembly.

Richard V. DiBlassio
Coordinator of Fine
Arts/Personal Studies
Red Clay Consolidated School
District
Wilmington, DE

B. "Skeeter," a Scholastic Sprint play on the life of Wilma Rudolph, was presented at the PTSA Meeting. (See pp. 329-30.)

Program for Women's History Month in PA: Children presented women of all backgrounds, including Gwendolyn Brooks, Alice Dunnigan, Lorraine Hansberry, Rosa Parks, Fannie Lou Hamer, Madame C. J. Walker, and Fannie Marion Jackson Coppin.

1. **Rosa Parks**, arrested in 1955 for refusing to give up her seat on a Montgomery, AL bus to a white man. Her action was the catalyst for 12 years of non-violent protest led by the late Rev. Dr. martin Luther King, Jr., who called her "the great fuse that led to the modern stride toward freedom."

2. **Fannie Lou Hamer**, founder of the Mississippi Freedom Democratic Party in 1964, became a popular speaker and a symbol of black determination to overcome discrimination.

3. **Harriet Tubman**, the Underground Railroad's most celebrated conductor, is featured on the military poster because she was the only woman in American history to plan and lead a military raid.

   On the night of June 2, 1863, as Harriet Tubman and Col. James Montgomery led three gunboats of black troops up a river in South Carolina, the men dispersed on either side of the river, burning Confederate property and plantations and destroying bridges. More than 700 slaves were freed as a result of that raid.

4. **Gwendolyn Brooks**, the first black to win a Pulitzer Prize for poetry.

5. **Alice Dunnigan**, the first black female newspaper reporter given credentials to cover Congress.

6. **Lorraine Hansberry**, the first black woman to have a play produced on Broadway ("A Raisin in the Sun," 1959).

7. **Madame C. J. Walker**, worked for 18 years as a washerwoman before inventing in 1905 the "Walker Method" for treating hair and her own line of cosmetics. Madame Walker's company eventually employed 3,000 people, earned lots of money and a place in history--she was America's first black female millionaire.

See Women's History Month in Pennsylvania, March 1986. Pennsylvania Dept. of Education, Division of School Equity: Bureau of Educational Planning and Testing (Bertha S. Waters). Direct inquiries to Susan Mitchell, Affirmative Action Officer, 503/504 Coordinator, Education Building, 333 Market St., Harrisburg, PA 17126-0333.

Mrs. Sally L. Muro
Miller Ave. Intermediate
Clairton School District
Clairton, PA

She was the fastest woman runner in the world.
But her race to the top wasn't easy.

Here is Wilma Rudolph with the three gold medals she won at the 1960 Olympic Games.

CHARACTERS

- **Wilma Rudolph**
- **Mrs. Rudolph,** *her mother*
- **Westley,** *her brother*
- **Clinton Gray,** *Wilma's high school coach*
- **Ed Temple,** *Wilma's college coach*
- Announcer
- Reporter
- 2 Narrator

SCENE 1

Narrator: The year is 1944. The place is Clarksville, Tennessee. Young Wilma Rudolph has been very sick. Her sickness has left her with a bad leg. At first, doctors say she may never walk again. But Wilma's parents do not give up.

Wilma (*crying*): Stop fussing with my leg, Mama!

Mrs. Rudolph (*scolding*): Listen to me. The doctors say that there's still a chance to save your leg. But it's going to take time. We have to work on your leg four times every day. We have to move it and turn it to help it grow strong again. So stop crying!

Wilma: I'm sorry. It's just that I get so tired. Besides, maybe the treatments won't work.

Mrs. Rudolph: They'll work. We just have to try our hardest and *make* you better.

Wilma: But how? We don't have much money. You and Dad work hard enough just keeping this big family going.

Mrs. Rudolph: Don't worry, Wilma. Everything will work out. I know it.

Narrator: Wilma's leg starts to get a little stronger. But Wilma's parents are not satisfied. They know they must work harder than before. They teach Wilma's brothers and sisters how to work on her leg.

Wilma: Ouch! Stop hurting my leg!

Mrs. Rudolph (*to Westley*): Listen to me, Westley. Do it right this time. Do it the way I showed you.

Westley: Sorry, Mom. (*To Wilma*) The kids are waiting outside. We're going to play basketball. You can watch!

Mrs. Rudolph (*smiling*): Wait. Finish your job here, children. Then go play.

SCENE 2

Narrator: A few years go by. Wilma' leg gets stronger and stronger. A special leg brace helps Wilma walk. Now, even though she limps, she can't sit still.

Westley (*to his brothers*): Oh, no! Here comes Wilma again. Hide that basketball, or no one will get a chan to play.

Wilma: I heard that, Westley. I may limp a bit. But I try harder than any of you. So give me the ball and let's play.

Narrator: One day, Wilma's mother looks out the window and sees Wilm playing basketball by herself. Suddenly, she notices that Wilma is not wearing her special brace. She i not limping.

BEST COP

Mrs. Rudolph (*worried*): Wilma! What are you doing?!

Wilma: What does it look like? I'm playing basketball.

SCENE 3

Narrator: Wilma is now in high school. She is one of the top players on the girls' basketball team. One day in practice, she trips and falls.

Coach Gray: Are you all right, Wilma?

Wilma (*getting up*): I guess I wasn't looking where I was going.

Coach Gray (*laughing*): You're a "skeeter" all right, Wilma. You're little. You're quick. And you buzz all over — just like a mosquito!

Narrator: Before long, Wilma sets a school basketball record — 803 points in 25 games. Soon, everybody has heard of "Skeeter," including Ed Temple, a college track coach. One day, he comes to watch her play.

Coach Temple: Look at her move! You know, that girl could be a runner.

Coach Gray: Do you think so?

Coach Temple: Let me put it this way. If you start a girls' track team, you already have a star.

Narrator: Soon, Wilma is winning race after race for the new track team. In her junior year, Coach Temple invites her to work out with the college team. But things do not go well.

Wilma (*upset*): I know I wasn't any good. I came in last in every race! I'll never get that scholarship.

Coach Temple: Listen, Wilma. You have been running against some of the best college runners in the country. If you work as hard as they do, you'll be that good, too — maybe better. I *know* you will. And you know it, too.

Narrator: Wilma trains very hard all summer. All her work pays off. At the age of 16, Wilma qualifies for the 1956 Olympic team. At the Games she wins a bronze medal. But, in her mind, Wilma knows she can do better.

SCENE 4

Narrator: Wilma is now 20. With the help of Coach Temple, she has won a college scholarship. Wilma has become the fastest woman runner in America. Is she the fastest *anywhere?* At the 1960 Olympics, Wilma faces the best runners in the world.

Announcer: The winner of the 200-meter dash is . . . Wilma Rudolph of the U.S.A.!

Reporter: Wilma, this is your second gold medal. On Thursday, you race in the relay. What can we expect?

Wilma (*smiling*): I don't know. Just keep your eyes on the U.S. team.

Narrator: The 400-meter relay is about to start. In the race, four women run as a team, taking turns. Wilma runs on the U.S. team with her teammates from college.

Announcer: They're off . . . The U.S. is in the lead . . . Wait! The last runner for the U.S. got off to a bad start. It's Wilma Rudolph! The German runner has passed her . . . But look! Rudolph is catching up . . . She's pulling even . . . Now she's ahead . . . She did it! THE U.S. TEA HAS JUST SET A NEW RECORD!

Narrator: The crowd goes wild. Wilma wins her third gold medal in the Olympics. No American woman has ever done better. After the race. Wilma goes over to Coach Temple.

Wilma (*in tears*): Thank you, Coach Thank you for everything!

Coach Temple: You don't have to thank me, Skeeter. All I ever did w. make sure you did your best. (*He smiles.*) You did most of the work.

Narrator: It took Wilma Rudolph o: a second to cross the finish line tha day. But her race to the top started years before. Finally, at the age of : she proved herself a true champion

> People called Wilma a true champion. Think of some reason why. Then describe someone you think is a true champion.

• Track-and-field athlete Wilma Rudolph, the first American woman to win three Olympic gold medals

C. Although I do not teach a formal unit on race desegregation, I do read my students two books by Mildred Taylor, recipient of the Newberry Award: Role **of Thunder, Hear My Cry** and its sequel, **Let the Circle be Unbroken** which are fictional accounts of the life of a black family in Mississippi in the 1930's. The author has stated that one of her reasons for writing the books was to show the need for the Civil Rights Movement of the 1960's.

The 6th grade social studies book includes a unit on India. During the study of Ghandi, I always point out the fact that Martin Luther King patterned his philosophy of passive resistance after that of Ghandi. This leads to a discussion of the Montgomery Bus Boycott and other events in the Civil Rights Movement.

Rosemarie Bevil
Westinghouse Middle School
E. Allegheny School District
N. Versailles, PA

D. General School Projects:

1. Visited the Race Desegregation Center of Pittsburgh.
2. Obtained booklets for teachers and students. (Provided for school)
3. Obtained a 16mm motion picture of the life of Martin Luther King.
4. Student made PA announcements on black leaders.
5. Attended Martin Luther King church services in the school community.
6. Art Department:
   Drawings of black leaders and famous inventors.
   School wide displays of students work depicting black leaders and famous black history dates. (Bulletin boards and display case.)
7. Essay winners - teacher attended presentation at Soldiers and Sailors Hall in Oakland.
8. School closed on Martin Luther King's birthday.

Carmen Violi, Principal
Westinghouse School
East Allegheny School Dist.
N. Versailles, PA

E. Holidays are set aside to call attention to special people and events in our life. Unfortunately, many times we feature the day and forget the message that the day should transmit. Martin Luther King believed in the dignity of each individual. Promoting the dignity of each individual is an ongoing process and is furthered by helping students develop a positive self-image. This is not a one-shot process; it must be a long-range project. The exercises suggested in the attached materials are designed to develop self-image and promote understanding of others.

Materials

Race and Prejudice (Teachers' Guide) from **Introduction to the Behavioral Sciences, Inquiry Approach**, Chapter 6, pp. 86-109, Fenton et al., Holt, Rinehart and Winston, 1969.

Topics:
The Biological Concept of Race
Race and Society
Race and Intelligence
Prejudice: A Case Study
How Children Learn Prejudice
How Prejudice Affects Young Children
How Prejudice Affects Adults
The Psychology of Protest
The Black and the Immigrant Experiences
Ghetto Rioters

Leo West
East Allegheny High School
East Allegheny School District
N. Versailles, PA

F. We cover the American Revolution in January, the month Martin Luther King's birthday arrives. We use the pamphlet referenced at times to show the emotional, political, and social sides of a revolution, especially the American revolution. The pamphlet looks at both sides of the story. The final section is a modern story - true, factual and comparative - which includes Dr. King, "Bloody Sunday" and the "incident that turned America inside out and upside down". The "Incident at Pettus Bridge" is compared with the American Revolution and Dr. King is presented as the Thomas Jefferson, the George Washington, the "whomever" of his day, for equality and justice to serve its end. His tactics, his leadership, and his loyalty to freedom are all emphasized during class discussion.

Materials

Pamphlet The American Revolution, Crisis of Law and Change Public Issues Series Donald W. Oliver and Fred M. Newmann. Xerox Corporation, 1978
Selected article: "Incident at Pettus Bridge", p. 55-63. (Reprinted with permission of publishers)

W. Thomas Schwerger
Gateway Jr. High School
Gateway School District
Pittsburgh, PA

Incident at Pettus Bridge

Here is a true modern case from Selma, Alabama. It does not suggest that "history repeats" exactly in its course or its outcomes. Civil rights demonstrators of 1965 are not identical with the Colonial patriots of 1775. Their cases square at many points, differ at others. Yet the larger question remains, still undecided in our own time: How far can men rightfully go in challenging established authority to gain what they think is right?

A COLD WIND was blowing as the marchers—about 525 of them—left their assembly point at Browns Chapel Methodist Church. They marched two by two, men and women, young and old, carrying a peculiar assortment of packs and paper sacks, bedrolls and blankets. They were aiming for a difficult hike more than 50 miles from Selma to Montgomery, Alabama, in defiance of orders by Governor George C. Wallace. The Governor had forbidden the march as a threat to public peace and safety.

The Negro protest marchers went the six blocks to Broad Street without major incident. Then they turned toward Pettus Bridge, the start of a four-lane highway to the state's capital city.

At the bridge approach they passed a cluster of men, armed but not in uniform. These were volunteer members of the posse organized by Dallas County Sheriff James G. Clark, Jr. The long line of marchers passed by quietly.

Then, beyond the bridge, they saw the blue-uniformed state troopers, standing shoulder-to-shoulder across the full width of the highway. The troopers wore their white riot helmets, each marked with the Confederate flag. As the marchers moved forward, more slowly, the troopers pulled on gas masks and brought their nightsticks to ready position. Behind them stood more possemen, including a dozen on horseback.

THE NEGRO MARCHERS came on, edging to within 50 feet of the troopers' line.

"Halt."

The marchers stopped.

"This is Major John Cloud," said the voice coming over the portable amplifying system. "This is an unlawful assembly. Your march is not conducive to public safety. You are ordered to disperse and go back to your church or to your homes."

Hosea Williams, a civil rights leader, answered from the head of the marchers: "May we have a word with the major?"

"There is no word to be had."

The same words were exchanged twice more. Then the Major gave an ultimatum:

"You have two minutes to turn around and go back to your church."

The marchers did not move. There was a tense moment of silence. "Troopers. Advance."

SUDDENLY, the line of troopers bent into a hurtling wedge of manpower. The marchers' front ranks toppled under the rush. Their packs and lunch baskets spilled across the highway. Those farther back broke into retreat, then huddled together as the mounted possemen charged them. Tear gas shells plopped into the crowd, covering the scene with a cloud of grey smoke. Most of the Negro marchers ran, coughing and crying. The possemen on the far side of the bridge fell in around them, harrying them on the wild return toward Browns Chapel Methodist Church. On Sylvan Street, where the church stands, some of the marchers held their ground again briefly. Sheriff Clark and a half dozen of his posse members were pelted with bricks and bottles as they tried to move marchers back into the church.

AT THIS POINT Captain Wilson Baker, Selma's Commissioner of Public Safety, took a dangerous stand. He moved in between the two clashing groups, holding off Sheriff Clark and his men while he persuaded the marchers to go into the church.

More than 60 of the marchers were treated for injuries in an emergency infirmary set up in the parsonage next to the church. Seventeen were taken from there to hospitals. Their injuries ranged from severe cuts and bruises to fractured skulls.

FOR SELMA'S Commissioner of Public Safety, this day (newsmen labeled it "Bloody Sunday") marked the violent failure of an arduous two-month task. Captain Baker's forces had been almost overwhelmed by the purposeful law-breaking of civil rights demonstrators. Yet he and his city policemen had been denounced by some local and state leaders for their "weak" tactics.

Early in January Dr. Martin Luther King had announced the selection of Selma as a "target city." Congress was awaiting a new bill proposing stronger federal enforcement of the rights of Americans to register and vote. Dr. King, head of the Southern Christian Leadership Council, said that he wanted to dramatize the voter registration issue by nonviolent methods. Only a month earlier he had been honored in Norway with the 1964 Nobel Peace Prize, awarded for his leadership in nonviolent civil rights protests.

Selma, many observers agreed, was a ripe target. Half of its 28,000 people were Negroes. But fewer than 350 men and women from this Negro population had been registered for voting up to the time Dr. King arrived. The County Board of Registrars was charged with taking undue time at its sessions in processing the applications of Negroes. The registrars were also accused of imposing especially difficult tests of reading and writing on Negro applicants while white applicants had easier going.

Martin Luther King promised at one point "to turn Selma upside down and inside out in order to make it right side up."

"If Negroes could vote," he told one rally, "there would be no Jim Clarks. There would be no oppressive poverty directed against Negroes. Our children would not be crippled by segregated schools, and the whole community might live together in harmony. . . . The entire community will join in this protest and we will not relent until there is a change in the voting process and the establishment of a democracy."

THE TACTICS of the campaign were well established. Large numbers of Negro applicants would put constant pressure on the Board of Registrars. If arrests began, the demonstrations would go on until the jails were filled and overflowing. The object was to keep the voting situation before the eyes of Selma and the nation.

"They don't want to arrest us," said one young Negro worker. "We want to make them arrest us."

Captain Baker, however, was perfectly willing to make any and all arrests that were indicated by what he called "the letter of the law." His strategy, worked out in agreement with many, though not all, of Selma's chief officials, suggested that the law would not be stretched to stop demonstrations more quickly. The agreement also confined Sheriff Clark's area of operation to the Dallas County Courthouse, location of the Board of Registrars office.

Selma's official city policy of calm law enforcement seemed to work effectively. On January 18

Dr. King registered as the first Negro guest ever to be admitted to the century-old Hotel Albert in Selma. An angry white man suddenly pushed up to the hotel desk and tried to strike at the Negro leader. Captain Baker personally collared the attacker and dragged him to a waiting patrol car.

The first weeks of the campaign were conducted with a similar careful attention to Selma laws. Negro marchers moved downtown to the courthouse in clusters of about 20 each. Thus they stayed within the bounds of a Selma law which prohibited parades without a permit. City police let the small groups pass without interference.

ON FEBRUARY 1 the demonstrators' patience seemed to crack. Dr. King addressed 300 marchers gathered outside Browns Chapel Methodist Church. And this time he instructed them to stay together.

The file of marchers had gone three blocks when Captain Baker stopped them.

"This is a deliberate attempt to violate the city's parade ordinance," he said. "You will have to break up into small groups."

Dr. King replied: "We don't feel that we're disobeying any law. We feel that we have a constitutional right to walk down to the courthouse."

The marchers moved ahead. They went two more blocks before Captain Baker intervened: "Each and every one of you is under arrest for parading without a permit."

More than 260 of the marchers, including Dr. King, went to jail. Most of them were released without bond to await trial later. Dr. King, however, declined to pay the $200 bond required of a nonresident. He began a five-day stay.

Meanwhile, more than 500 Negro students were skipping school to picket the courthouse. Sheriff Clark let them walk a few minutes in the cold drizzle. Then he reminded them of a law barring demonstrations while a court was in session. He read an order from Circuit Judge James A. Hare, telling the pickets to disperse.

The students answered with a verse from a civil rights song, "Ain't Gonna Let Nobody Turn Me 'Round." The sheriff then took 37 of the pickets and their leaders before Judge Hare. The judge fined them and gave them five-day jail sentences for contempt of court. Hundreds of other student demonstrators were taken to an emergency court, set up in an old armory. Most of them refused to sign identification slips. They chose instead to be taken to one of the penal camps which had been established in the Selma area to take the jail overflow.

THE ARRESTS mounted day by day after that until they approached a total of 3,000. The law seemed to be stretching more on both sides. Sheriff Clark arrested hundreds of students who broke from their line of march and ran through alleys toward the courthouse. He arrested hundreds more who stood outside the courthouse serenading him and his posse members with civil rights songs.

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G. Gateway Senior High School used a variety of materials in Social Studies classes including:

March 1986. Women's History Month in PA. Waters, Bertha S. Division of School Equity, Bureau of Educational Planning and Testing, PA Dept. of Ed. Direct inquiries to Susan Mitchell (See page 328 for address.)

Martin Luther King, Jr.: His Life and Dream. Intermediate Level. Ginn and co., 1986. (Also used for intermediate grades' social studies classes.)

In addition, senior high students participated in assembly programs held during their social studies periods, which included student presentations and community speakers. See news article and program attached.

Faculty
Gateway Jr. High School
Gateway School District
Pittsburgh, PA

Gateway observes King's birthday

MONROEVILLE—Students at Gateway Senior High School recognized the national holiday and birthday of Martin Luther King Jr. at a series of presentations through their social studies classes.

According to Walter Sakaluk, director of secondary education at Gateway, students in each of the district's school received special instruction in their English and social studies classes about Dr. King and the civil rights movement.

High school students attended an assembly in the school's auditorium during their scheduled social studies period. Sakaluk said the presentations given by 12 students ran throughout the day.

Darryl Bundrige, junior class president, served as master of ceremonies for the program. He introduced a King Foundation filmstrip, "King: The Man and His Meaning," followed by six students reading philosophical quotes from King's speeches and written works.

Sophomore class president Kely Jackson then introduced Mitchel Nickols, who spoke of King's background, his life and the birth of the civil rights movement. Dr. Nickols, a former teacher and educational administrator, now is a minister in Brackenridge, Pa.

Sakaluk said, "I was impressed with it. The whole program was done very professional."

George Vurgich, high school principal, worked with a committee of social studies teachers, representatives of the NAACP and three residents, Myra Brentley, Reggie Jackson and Robert Spencer, to coordinate the program.

"The students were very responsive to the program. They were very sincere in their presentations and the program, itself, was well done," Sakaluk said.

GATEWAY SENIOR HIGH SCHOOL

PRESENTS

"LET FREEDOM RING"

A TRIBUTE TO

DR. MARTIN LUTHER KING, JR.

January 15, 1987
AUDITORIUM

LET FREEDOM RING

Let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing the words of the old Negro spiritual, "Free at Last! free at last! thank God Almighty, we are free at last!"

- Martin Luther King, Jr.

GATEWAY SENIOR HIGH SCHOOL

PROGRAM

****

LET FREEDOM RING

Program Introduction...... Darryl Bundrige
Masters of Ceremonies Jr. Class President

Filmstrip......King: The Man and His Meaning

Student Presentation of
Relevant Philosophical Quotes by
Dr. Martin Luther King, Jr.

Kira Harris
Al Lardo
Marcus Lien
Robin Mungo
Mike Shockley
Susan Wright

Jeff Beyers
Sara Coleman
Steve Henderson
Tracy Jackson
Dina Page
Nicki Stevens

Presentation of........... Kelly Jackson
Guest Speaker Sophomore Class President

Guest Speaker.......Dr. Mitchel A. Nickols

****

THE MAN - Dr. Martin Luther King, Jr.

"Let no man drag you so low as to hate"

Dr. King was born in Atlanta, Georgia, January 15, 1929 into a family with tradition of concern for civil rights.

He received a degree from Morehouse College in 1948, Bachelor of Divinity Degree from Crozer Theological Seminary, Pennsylvania in 1951, and his Ph. D. from Boston University in 1955.

In 1955 he was elected president of the Montgomery Improvement Association.

Dr. King formed the Southern Christian Leadership Conference in 1957.

August 28, 1963, he spoke to 200,000 people at the Lincoln Memorial and delivered the famous "I Have a Dream" speech.

In 1964 he was awarded the Nobel Peace Prize.

In 1967 he spoke out against the war in Vietnam.

He was assasinated on April 4, 1968 in Memphis... while on a mission of nonviolence.

He is survived by his wife, Coretta Scott King and four children.

H. **Development**

In 1983, a Committee of teachers was created to prepare activities to commemorate the observance of the birthday of Martin Luther King, Jr.

Project/Program

In January of 1984, student volunteers and community resources combined efforts to sponsor an all-school assembly program observing Dr. King's birthday. At this assembly we inaugurated the Annual Dr. Martin Luther King, Jr. Award. In the following years, we have observed the birthday through class activities throughout the year and the Dr. King Award is a permanent feature of our graduation exercises.

Materials/Resources

Announcements, notices and programs relating to assembly and activities. Audio-visual resource list. Suggested activities for classes.

Activities

All-school assembly; related classroom activities and presentations; Dr. Martin Luther King Award; Essay Contest. (See below for communication sample to teachers.)

"There will be an assembly on January 16th to honor the memory of Dr. Martin Luther King, Jr. The theme of this student written assembly will be: "Dr. Martin Luther King, Jr., American: A Man for All People." In order to emphasize the importance of the message of this presentation, and to utilize its educational potentialities, we are asking all History, Social Science, and English teachers to cooperate in conducting interdisciplinary activities that reflect this theme in the days preceding and following the program. To this end we offer some suggestions and comments that may prove helpful to your efforts to integrate this theme with your planned lessons for that period.

The school is sponsoring an essay contest on the subject of Dr. King. Please promote this contest in your classes. It may be possible to spin off other activities from this essay.

A number of films have been ordered for the weeks of Jan. 9th and Jan. 16th. Please consult Mr. Donaldson or members of our committee as to their availability. Check also the annotated descriptions of these films in the 1981-82 AV Catalog. The films ordered are listed below.

Martin Luther King Jr.	MP3058139
Martin Luther King Jr.: A Man of Peace	MP3058137
Martin Luther King Jr.: Montgomery to Memphis	MP3058131
Martin Luther King Jr.: The Assassin Years	MP3005818
Equal Opportunity	MP2582144
Great Rights, The	MP2058238
Hangman, The	MP2005893
Speech and Protest	MP2057060
Certain Unalienable Rights	MP057062
Speaking: Your Communication Skills	MP042539

Combine an English Class and a History Class to view some of the films. The subsequent discussion could utilize elements of both disciplines. "The Hangman" would be a good example. The two class ideas can be adapted to many of the suggestions that follow.

Exchange classes with another teacher. The Social Science teacher can lecture on the historical or social background of the subject, the English teacher can point out literature or writing that reflects the values of the historical period under study.

Examine some of the speeches of Dr. King. The library has a number of these on records and in books. Discuss his ability to mix quotations from the Bible with statements from famous and well known American speeches or documents. Define the word metaphor. Give examples, then listen to King's Detroit speech. Ask students to identify the metaphors. Discuss the effectiveness of King as a speaker. What elements of good speech making are found in his orations? Compare his persuasive speech with others found in Literature - Ibsen's Enemy of the People.

Have students research the academic credentials of Dr. King. Discuss his scholarly background.

Direct student library work on this theme to emphasize subject (content) or skills. Reader's Guide assignments can recount a current or contemporary accounts of Dr. King's activities. Be sure to have students examine allied topics such as dissent, non-violent demonstrations, Gandhi, and Civil Rights, in all of their library work. Students may be directed to the encyclopedias to prepare oral reports that permit comparisons of personalities - Dr. King with other famous Americans.

Use student reports on Dr. King as basis for comparison with characters from literature. Did events shape the man, or did the man shape his time? What qualities does the hero display in literature? Did Dr. King exhibit these qualities?

Pass out individual volumes of encyclopedias to members of a class. The topics should fit the theme - Civil Rights, dissent, etc. Students are to read their articles and locate ten facts. These facts are then to be written down in their own words in complete sentences. These ten sentences can then be used as the basis for a very brief essay on the topic.

A cartoon handout accompanies these directions. It is meant to provide factual information and some guide for classroom discussion.

Timeline to use in discussions:

1500 - First African Slaves brought into America by Spanish.
1600-1776 - Numerous slave revolts occur in Colonies.
1630 - Abolition movement set up in U.S. They start Underground Railroad.

JIM CROW PERIOD.

1857 - Dred Scott decision
1860 - Civil War
1863 - Lincoln issues Emancipation Proclamation.
1868 - After Civil War Southern States issue Black Codes.

PERIOD OF LEGAL SEGREGATION

1896 - Plessy vs Ferguson
1896-1954 - Segregation is the law in the South and the practice in the North.

CIVIL RIGHTS PERIOD

1954 - Brown vs Board of Education
1956 - Montgomery Bus Boycott begins direct action period of Civil Rights movement.

PERIOD OF BLACK NATIONALISM

1966 - Rise of Black Nationalism affirmation of self dignity "Black is Beautiful."
1967-1970 - Riots erupt in the cities

PERIOD OF CHANGE

1970 to present

The suggestions listed above are just that, suggestions. Please accept them in the spirit in which they are offered. These are hints to spark your own creativity. Join us in making this commemoration an educationally viable experience."

Lawrence Osley, Principal
Peabody High School
Pittsburgh Public Schools
Pittsburgh, PA

OPPORTUNITY! COMPETITION! OPPORTUNITY! COMPETITION!

WHAT? ESSAY CONTEST..... WHY? BIRTHDAY OBSERVANCE: DR. MARTIN LUTHER KING, JR.

WHO MAY ENTER? ALL STUDENTS OF PEABODY HIGH SCHOOL (GRADES 9 THROUGH 12)

: ********************

THEME FOR 1984 OBSERVANCE: Dr. Martin Luther King, Jr., American: A Man for All People

ESSAY QUESTION: Does the period make the man, or does the man make the period?
Personality Referent: Dr. Martin Luther King, Jr.

In approximately 500 words , from the question above, write the essay.

PROCEDURE

1. Decide upon an approach to the essay.
   Example: "The Period Made the Man."---or---"The Man Made the Period"--or--- "The Man and the Period Were Interwoven."
2. For specific details, do adequate research into the life and works of Dr. King and the period in which he made his profound impact on the thinking of the world.
3. In writing the essay, adhere to the usual standards for composition writing.
   a. Write a clear introduction.
   b. Give specific details.
   c. Use standard grammar.
   d. Vary sentence structure.
   e. Employ a style that will create interest.
   f. Use transitions to achieve coherence throughout the essay.
   h. Write from the third person point of view.
4. Use standard manuscript form.
   a. Type and double space on 8½ by 11 in. paper.
   b. Leave one inch margins (top, bottom, and sides of paper.
   c. Type a title page (show creativity):
      1. Information: Title, name and homeroom, school, date
      2. Art work (appropriate to complement essay)

5: DEADLINE: JANUARY 3, 1984, 2:30 P. M.
NOTE: SUBMIT ALL ESSAYS TO MRS. GEORGE, ROOM 240.

AWARDS

FIRST PRIZE: $25.00.....SECOND PRIZE, $15.00.....THIRD PRIZE, $10.00

NOTE: THE AWARDS WILL BE ANNOUNCED AND PRESENTED DURING THE ASSEMBLY ON JANUARY 16, 1984, PERIOD 3.

FOR FURTHER INFORMATION, CHECK: Mrs. George, Mr. Gorezyca, Mr. Miller, Mr. Osley, or Ms. Turner.

ACKNOWLEDGEMENTS

Guest Soloist

Ms. Maggie Stewart, singer and actress, received the bachelors and the masters degrees in fine arts from Carnegie-Mellon University. She has appeared on Broadway several times and she is presently employed with the Yuhl Brynner Show.

Guest Piano Accompanist

Ms. Alicia George, 1982 Peabody High School Hall of Honor graduate, is a sophomore at Syracuse University.

Script Writers and Narrators

Maureen Delaney J. Anthony Graves Erin Patton
Abigail (Abbie) Perlman Robert Schmertz

Art

Shandre Williams

Music

Peabody High School Band: Mr. David Singer, Director
Student Soloists: Mrs. Jullianne Daller, Coach

Program Printing

Mr. Thomas Teslovich and Students

Technical and Stage

Mr. Michael Fedak and Stage Crew

Video Taping

Mr. Leonard Donaldson and Media Crew

Faculty Committee

Mrs. Alethia George
Mr. Robert Gorczyca
Mr. Woody Miller
Mr. Larry Osley
Ms. Alice Turner

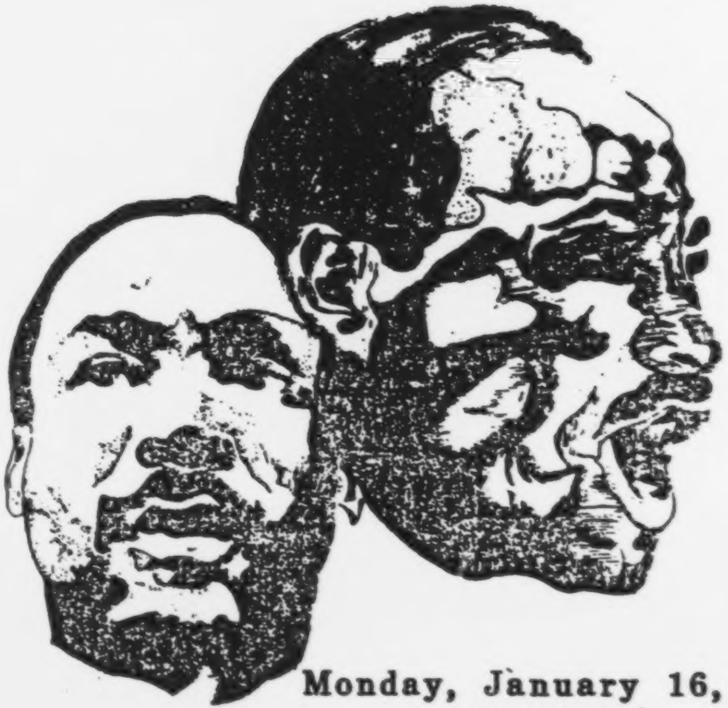
USHERS: MEMBERS OF THE NATIONAL HONOR SOCIETY

FIRST ANNUAL ASSEMBLY PROGRAM

Observing the Birthday

of

MARTIN LUTHER KING,JR.



Monday, January 16, 1984

Written and Produced

By Students

of

Peabody High School
515 N. Highland Avenue
Pittsburgh, Pennsylvania 15206

Mr. Leonard Kubiak, Princi

PROGRAM

THEME: MARTIN LUTHER KING, JR., AMERICAN: A MAN FOR ALL PEOPLE

Presiding: Robert Pinno

PRELUDE: Medley of Patriotic Songs P. H. S. Band
Mr. David Singer, Directing

PURPOSE OF PROGRAM: Ted Winston

SOLO: "Let There Be Peace on Earth"
Angela Walker, Soprano

PRESENTATIONS TO ESSAY AWARD WINNERS AND ANNOUNCEMENT OF FUTURE AWARDS

INTRODUCTION TO NARRATIONS

SOLO: "The Greatest Love of All"
Jeffrey Gray, Baritone

NARRATION I

SOLO: "Impossible Dream"
Jeffrey Gray

NARRATION II

SOLO: "Ride On, King Jesus" Hall Johnson
Ms. Maggie Stewart. Guest Soprano

NARRATION III

SOLO: "If You Believe"
Ms. Stewart

CONCLUSION

SOLO: "Lift Every Voice and Sing" J. W. & R. Johnson
Ms. Stewart

POSTLUDE: "Star Spangled Banner" P.H.S. Band

LIFT EVERY VOICE AND SING

Lift every voice and sing, Till earth and heaven ring
Ring with the harmonies of Liberty
Let our rejoicing rise High as the listening skies,
Let it resound loud as the rolling sea,
Sing a song full of the faith that the dark
past has taught us
Sing a song full of the hope that the present has
brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod, Bitter the chast'ning rod
Felt in the days when hope unborn had died,
Yet with a steady beat, Have not our weary feet
come to the place for which our fathers sighed?
We have come over a way that with tears has been watered
We have come, treading our path thro the blood of
the slaughtered,
Out of the gloomy past, Till now we stand at last
Where the bright gleam of our bright star is cast.

God of our weary years, God of our silent tears,
Thou who hast brought us thus far on the way;
Thou Who hast by Thy might, led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God,
where we met Thee
Lest our hearts, drunk with the wine of the world
we forget Thee
Shadowed beneath Thy hand, May we forever stand,
True to our God, True to our native land.

DR. MARTIN LUTHER KING, JR.

(Higher Education)

Dr. King graduated from Morehouse College, Atlanta, Georgia. He studied at the Crozer Theological Seminary, Chester, Pennsylvania. After further study at the School of Theology at Boston University and Harvard University, he received the Ph. D. Degree from Boston University. He was named MAN OF THE YEAR by Time Magazine, and in 1964 he was awarded the NOBEL PEACE PRIZE.

MARTIN LUTHER KING AWARD

SAMPLE LETTER

Dear Colleagues,

In 1984 our committee was created to honor Dr. Martin Luther King, Jr., and to keep alive the memory of his contributions to American society. In line with this goal, and in keeping with our desire as educators to develop good citizens at Peabody, we initiated the DR. MARTIN LUTHER KING, JR. AWARD.

This award is to be presented annually to a senior whose actions while a student at Peabody best epitomizes the qualities displayed by Dr. King as an American, and as a symbol for all people, in all times. These qualities are JUSTICE, TOLERANCE, COURAGE, INTEGRITY, AND INTELLECT. Last year's winner, Michelle Scott, truly exemplified these qualities. She is an excellent model of the type of student that we seek to honor.

We are therefore asking each of you to help us find such a person this year. Do you know of a senior who displays these qualities? BLACK OR WHITE, MALE OR FEMALE...ANY QUALIFIED STUDENT IS ELEGIBLE! If you know of such a person, please write a brief description of his/her qualifications (actions and activities) and place it in Mr. Osley's mailbox. Kindly submit all nominations by noon on Friday, May 16. As you know, the winner will be announced at the graduation exercises and will be awarded a plaque that identifies this accomplishment.

We need your help in the selection of this truly deserving student. Thank you for your cooperation.

Respectfully requested,

The Committee for the
Observance of the Birthday
of Dr. Martin Luther King, Jr.

I. Awareness of Martin Luther King, Jr.'s influence on the Black athlete. The student will understand the steps in achieving a goal. The student will understand that the philosophies of Martin Luther King can be applied to athletics.

Physical Education Dept.
Allegheny Middle School
Pittsburgh, PA

DISTRICT PROJECTS

A. Penn Hills School District libraries provide displays for and loan materials to classrooms and teachers in commemoration of Martin Luther King's birthday and Black History Month. Each library provides different materials and distributes booklists, and other flyers each year.

Selected materials suggested by Senior High School Library:

Frank, Gerald, **An American Death.**
King, Coretta, **My Life with Martin Luther King, Jr.**
Garrow, David, **The FBI and Martin Luther King, Jr.**
Faber, Doria, **The Assassination of Martin Luther King, Jr.**
King, Martin Luther, **Why We Can't Wait.**
King, Martin Luther, **Stride Toward Freedom.**
Miller, William R., **Martin Luther King, Jr: His Life, Martyrdom and The World.** (c1968)
Lewis, David L., **King, A Critical Biography** (c1970)
Oates, Stephen B., **Let the Trumpet Sound, the Life of Martin Luther King, Jr.** (c1982)

Mrs. Diane Murphy
Mr. Louis Hrabek
Penn Hills Sr. High
Penn Hills School District
Pittsburgh, PA

B. A Martin Luther King packet was organized to enable each principal to develop a two week ongoing gallery type display in each school building to develop interest in Martin Luther King's Birthday as a patriotic holiday, and to develop awareness of the many facets of King's role in advancing civil rights.

NAACP, Fellowship Farm, libraries, individual teachers, and as many other places as possible were contacted to obtain visual or easily readable material about King. The packets also included King quotations done in calligraphy.

A packet of materials, all mounted as posters, was developed. These materials were mounted on red, white, or blue cardstock and then laminated. There were at least 25 posters in the collection.

Building principals were encouraged to display these materials in the lobby of their individual buildings for at least two weeks prior to King's birthday. Both print and fictional materials were included. Enough information was supplied to make a gallery type display.

Individual principals were encouraged to call attention to these displays through building announcements. Teachers then brought class groups to view and discuss the exhibit, but all students and building guests see the exhibit.

It is the plan of the Social Studies Curriculum Committee to add to these materials each year and to encourage principals to display and highlight the pictures, posters, print information, etc.

The committee would like to add audio and video tapes to the packets as well as any other relevant material as it becomes available. They have been looking for a trivia quiz and/or games which might be incorporated as part of the exhibit. It is the wish of this committee to make this a hands-on audio visual exhibit.

Individual Social Studies Teachers use this display as the focus of a unit on King and evaluate in their usual fashion.

Liane Heydt
Curriculum Specialist
Pottstown School Dist.
Pottstown, PA

APPENDIX A
RELATED MATERIALS

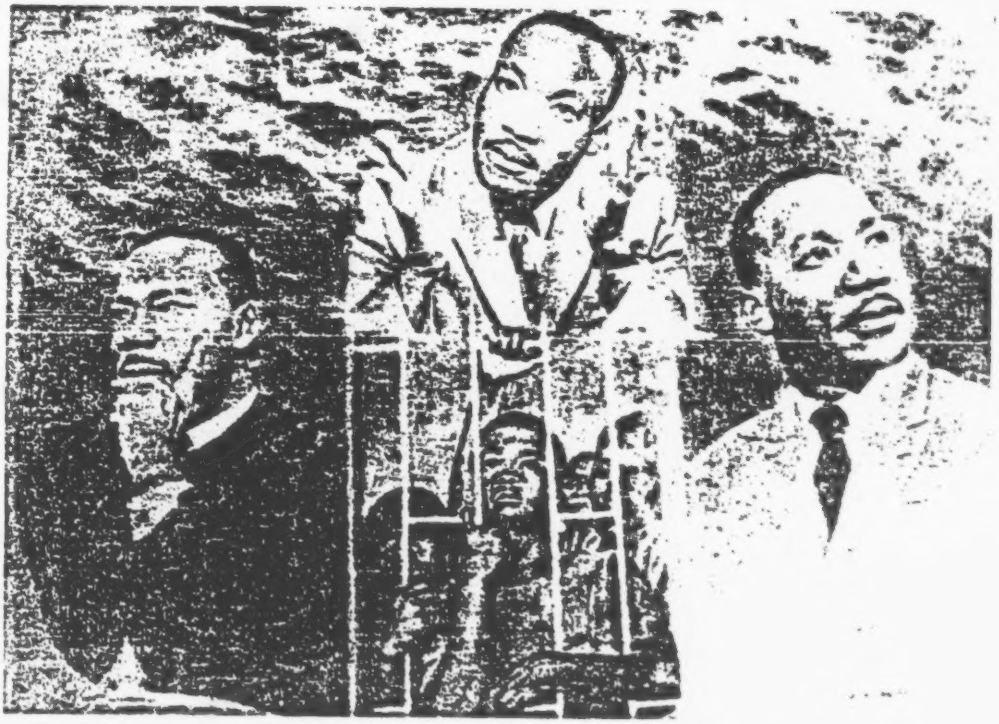
APPENDIX A CONTENTS

Living The Dream	Packet distributed by School District of Philadelphia
"I Have a Dream" Speech	Part of Philadelphia Packet
Nation Honors Martin Luther King, etc.	Scholastic News, Jan. 10, 1986
Test Your Knowledge of King	Quiz by Tom Frangicetto, Philadelphia Daily News, January 1984. Reprinted with permission of author.
He Had a Dream Dr. Martin Luther King Oh, Sing of Martin Happy Birthday Sing Out About Martin	Music and words by Ruth Manier. Reprinted with permission of author.
Rainbow Song	By Patti Shimomura and Janet Shibuya. Permission granted by Creative Teaching Press.
I Have a Dream	Packet distributed by Detroit Public Schools
Martin Luther King, Jr.: A Lifelong Commitment	Resource Guide, 1985. New York Department of Education, 1985
List of Resources By and About Martin Luther King	Pennsylvania Department of Education
Living The Dream Pledge	The King Center, 1985

Contributed by:
Samuel P. Beard, Jr.
Philadelphia School District
Philadelphia, PA

Living the Dream

Curriculum Support Packet



Dr. Constance E. Clayton
Superintendent of Schools

Dr. Rita C. Altman
Associate Superintendent
Curriculum and Instructional Development

OFFICE OF
CURRICULUM and INSTRUCTIONAL DEVELOPMENT
THE SCHOOL DISTRICT OF PHILADELPHIA

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THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

21st Street South of the Parkway

19103

CONSTANCE E. CLAYTON
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GEORGE W. FRENCH
Director
Division of Social Studies

CAROLYN L. HOLMES
Assistant Director
African & Afro-American Studies
Phone: 299-7795

January 2, 1986

TO THE TEACHER:

For the past several years the Philadelphia School District has commemorated the life and times of Dr. Martin L. King, Jr. through various special programs and meaninful classroom lessons and activities.

This year we will continue this tradition by joining other school districts, organizations, and institutions across the nation who will participate in "Martin L. King, Jr., Teach-ins" which explore the 1986 theme, "Living the Dream".

1986 will be recorded in the annals of American social history as a most significant year because it marks the beginning of a new national holiday which commemorates Dr. King's tremendous contributions to humanity.

It is very important that educators help young people understand the significance of this holiday, not only by looking back and interpreting the past, but also by accessing Dr. King's philosophy and its meaning for our present and future needs.

The background information, resources, multi-disciplinary lessons and activities included in this packet have been selected to support the "Teach-in" which will take place in schools throughout our district.

Classroom teachers, who best know the needs, strengths, and educational weaknesses of their students, are encouraged to select material from this packet that would be most suitable. Many basic skills may be reinforced as we pause to participate in this national event.

If you have questions or need further information regarding our observance of this holiday, please call the African and Afro-American Studies Office, at 299-7797.

HAROLD KESSLER
Acting Director
Division of Social Studies
Education

CAROLYN L. HOLMES
Assistant Director
African & Afro-American
Studies

MARTIN LUTHER KING, JR. (1929-1968)

Life began for Martin Luther King, Jr. on January 15, 1929, in Atlanta, Georgia. The son of a militant Atlanta minister, he grew up with the spirit of social protest around him. His grandfather was one of Georgia's first N.A.A.C.P. leaders, and helped organize a boycott against newspapers that had disparaged Black voters. His father was also in the forefront of civil rights battles aimed at securing equal rights for Blacks in Atlanta.

Dr. King was raised in the warmth of a tightly knit family, where the virtues of good family life were emphasized. He developed from his earliest years a keen sensitivity over the unfair treatment given Blacks in the South.

Dr. King, a bright student, entered Atlanta's Morehouse College at only fifteen years of age. After graduating, he attended Crozier Theological Seminary in Chester, Pennsylvania, and later Boston University where he earned his doctorate degree in 1955. While in college, Dr. King had been influenced by India's Mahatma Ghandi, whose philosophy of non-violence and passive resistance helped to bring about freedom for the people of India.

Dr. King began his Christian ministry in Montgomery, Alabama, at the Dexter Avenue Baptist Church in May of 1954. A year and a half later, the eyes of the world focused on the young minister as he led a successful boycott against segregation on that city's public buses.

The boycott began on December 1, 1955, when Mrs. Rosa Parks, a Black seamstress, who refused to surrender her seat to a white man, was arrested and fined. In response, the Black community called for a boycott of Montgomery's transit line, and Martin Luther King was elected to head the movement. The Boycott lasted 381 days. During that time, Dr. King courageously guided his supporters despite intense opposition. Finally, the Supreme Court ruled that bus segregation was illegal. Dr. King won a great victory using peaceful techniques, thus heralding a new period of agitation for Black equality.

To continue the work begun in Montgomery, Dr. King formed the Southern Christian Leadership Conference in 1957, an organization committed to non-violent direct action. Soon, Dr. King and the SCLC became active participants in the student led sit-ins, of the early Sixties.

After a civil rights movement in Albany, Georgia, met with only partial success, Dr. King re-grouped his forces for a massive attack on segregation in Birmingham, Alabama. The movement touched off a powder keg of racial hatred and resentment. Police Chief Eugene "Bull" Connor countered the civil rights demonstrators with fire hoses, clubs, and dogs. Extremists added beatings, murders, and bombings. Citizens were shocked as the world press front-paged these outrageous incidents. A new wave of unity among Blacks sparked sit-ins, demonstrations, and marches throughout the U.S.

The climax to the events in Birmingham -- which had proved that non-violent action could triumph -- was the March on Washington. On August 28, 1963, the greatest civil rights demonstration the country had ever seen took place. More than 200,000 people, white and black, came from every part of the United States, and joined together in a demonstration for justice, equality of opportunity, and economic opportunities. The inspiration of this huge gathering was Dr. King's famous "I Have A Dream" speech.

He spoke these immortal words:

> "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident that all men are created equal.'"

Less than three weeks after the March on Washington, a bomb killed four little Black girls in a Birmingham church. Dr. King, and the Black community faced an agonizing test in maintaining a non-violent spirit.

In the spring of 1964, in a massive demonstration took place in St. Augustine, Florida, Dr. King was arrested again.

Before the demonstrations ended, President Johnson signed the Civil Rights Act of 1964.

In 1964, Dr. King was awarded the Nobel Peace Prize, the second American Black (Dr. Ralph J. Bunche was the first) to win it. He gave the entire $54,000 cash award to the Southern Christian Leadership Conference and other organizations for a fund for education in non-violence.

In 1965, the drive for voter registration in Selma, Alabama, ignited several violent attacks upon Dr. King's forces by police and ruffians. Civil rights demonstrators were clubbed, tear-gased, and bullwhipped. Several marchers were murdered. Martin Luther King staunchly refused to halt his drive despite the violence. Eventually, the patient persistent pressure of non-violent action won out, and Dr. King triumphantly led his marchers from Selma to Montgomery.

In the summer of 1966, Congress enacted, and President Johnson signed the most extensive voting legislation in history. In a few years the Black vote doubled in the South and thousands of Black officials were elected to public office.

When the violence and destruction erupted in the ghettos of America's cities, Dr. King showed his great strength of character. Unswervingly, he reaffirmed his dedication to non-violence and continued to struggle to see true liberty and justice reign in America.

In New York, in April, 1967, Dr. King led 125,000 anti-war demonstrators from Central Park to the United Nations. Here he told the crowd, "Great moral issues are indissoluble. In my case, I've been preaching non-violence for years. Wouldn't it be inconsistent for me not to speak out against the war in Vietnam?"

Late in March, 1968, Dr. King journeyed to Memphis, Tennessee, to assist striking sanitation workers. His first march, however, ended in rioting and looting. Assured by his advisers that violence could be prevented in subsequent demonstrations, the Black leader agreed to plan another march. After one of the planning sessions, Dr. King, on the balcony of his motel room, chatted with some of his aides. The crack of a rifle shot broke the conversation. Martin Luther King lay dead. On April 9, 1968, the funeral service for Dr. King took place in Egenezer Baptist Church.

His untimely death was mourned by people of goodwill throughout the world.

COMPREHENSION CHECK

PLEASE FILL IN THE BLANK SPACES WITH THE CORRECT INFORMATION

1. Martin Luther King was born on January 15, 1929, in the city of ________________.
   a) Atlanta, Georgia c) Birmingham, Alabama
   b) Philadelphia, Penna. d) Montgomery, Alabama

2. During the early years of his life, conditions in the South for black people were ________________.
   a) equal
   b) not equal

3. Martin Luther King was a scholar. He received his Ph.D. degree from ________________
   a) Boston University b) University of Pennsylvania c) Harvard University

4. On May 17, 1954, the Supreme Court of the United States ruled that segregated public schools were ________________.
   a) constitutional
   b) unconstitutional

5. Under the leadership of Dr. King, the black people in Montgomery, Alabama, protested segregation on the buses. They used the ________________ as a form of protest.
   a) boycott
   b) sit-in

6. Dr. King believed that the struggle for equal rights could be achieved through________________.
   a) violence
   b) non-violence

7. In 1964, at the age of thirty-five, Dr. King became the youngest person to win the ________________.

8. Dr. King worked to secure equality of opportunity, freedom, justice, and ________________ for black people in America.
   a) human dignity
   b) wealth

9. One of the greatest speeches made by Dr. King occurred on August 28, 1963, in the city of ________________.
   a) Chicago, Illinois c) Washington, D. C.
   b) Cleveland, Ohio d) Atlanta, Georgia

10. Martin Luther King was assassinated in April, 1968, in ________________.
    a) Memphis, Tennessee c) Montgomery, Alabama
    b) Washington, D. C. d) Atlanta, Georgia

11. Martin Luther King dedicated his life to end racial segregation in________________.
    a) a few limited areas
    b) all areas of life

THE LIFE AND TIMES OF MARTIN LUTHER KING WITHIN A FRAMEWORK OF SIGNIFICANT EVENTS IN AFRO-AMERICAN HISTORY (1929-1968)

Dr. King born in Atlanta, Ga.	1929
Scottsboro Boys Case becomes world wide civil rights cause	1931
William Hastie confirmed as First Black Federal Judge	1937
Executive Order 8802 establishes Fair Employment Practice Commission	1941
Funding of The Congress of Racial Equality	1942
99th Pursuit Squadron flies first combat mission in Mediterranean	1943
Half million black men and women serve overseas in the armed forces	1941-1945
Jackie Robinson, first Black in major league baseball signed by the Brooklyn Dodgers	1947
U. S. Supreme Court rules that racial segregation in public school is unconstitutional	1954
Montgomery Boycott	1955
Federal Troops dispatched to Little Rock, Arkansas to protect desegregation of Central High School	1957
Sit-in movement begins in Greensboro, N.C.	1960
Core begins Freedom Rides throughout the South	1961
James Meredith enrolls at the University of Mississippi	1962
U. S. Supreme Court declares segregation in all public accomodations illegal	1962
Birmingham becomes the scene of violence	1963
Dr. King delivers his "I Have A Dream Speech" in Washington, D. C.	1963
President Kennedy assassinated	1963
Civil Rights Bill signed into law	1964
Voting Rights Bill passed by Congress	1965
Black Power Slogan coined	1966
Thurgood Marshall becomes first Black Justice of the Supreme Court	1967
Martin Luther King Assassinated in Memphis, Tennessee	1968

12. On January 15, people in the United States and many other countries of the world will celebrate the ______________________________ of Martin Luther King.

13. As a result of Dr. King and the efforts of other black leaders and organizations, Concress passed the Civil Rights Act of 1964 and the ________________________ of 1965.

a) Equal Rights Act
b) Voting Rights Act

SELECTED QUOTATIONS BY DR. REV. MARTIN LUTHER KING, JR.

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

"We must forever conduct our struggle on the high plain of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. We must rise to the majestic heights of meeting physical force with soul force."

"I am convinced that if we succumb to the temptation to use violence in our struggle for freedom, unborn generations will be the recipients of a long and desolate night of bitterness and our chief legacy to them will be a never-ending reign of chaos."

"One day we will learn that the heart can never be totally right if the head is totally wrong. Only through the bringing together of head and heart--intelligence and goodness--shall man rise to a fulfillment of his true nature."

"Hatred and bitterness can never cure the disease of fear; only love can do that. Hatred paralyzes life, love releases it. Hatred confuses life. Love harmonizes it. Hatred darkens life; love illuminates it."

"If we assume that life is work living and that man has a right to survival, then we must find an alternative to war. In a day when vehicles hurtle through outer space and guided ballistic missiles carve highways of death through the stratosphere, no nation can claim victory in war."

"Science gives man knowledge, which is power; Religion gives man wisdom which is control. Science deals mainly with facts; religion deals mainly with values. The two are not rivals."

"Most people are thermometers that record or register the temperature of majority opinion, not thermostats that transform and regulate the temperature of society."

"Forces that threaten to negate life must be challenged by courage, which is the power of life to affirm itself in spite of life's ambiquities. This requires the exercise of a creative will that enables us to hew out a stone of hope from a mountain of despair."

"Everybody can be great. Because anybody can serve. You don't haveto have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's Theory of Relativity to serve. You don't have to know the second theory of thermo-dynamics in physics to serve. You only need a heart full of grace. A soul generated by love."

BY: MRS. CORETTA SCOTT KING

HOW WE CAN OBSERVE THIS HOLIDAY

Now that the Martin Luther King Jr. holiday bill has been passed by Congress, and signed into law by the President, it is important to consider the meaning of the holiday and how it can best be observed.

In terms of significance, the King holiday is unique. There is the obvious fact that this will be the only holiday in honor of a Black American. The holiday can be a way to honor the contributions of Black citizens of America and to remind us that racial equality must always be a cornerstone of our democracy.

However, this must not be celebrated as only a "Black holiday." Martin Luther King Jr. was deeply committed to racial integration. He believed that Americans of all races must learn "to live together as brothers, or we will perish together as fools."

The movement was not just for the liberation of Black people. Martin believed deeply that it was equally important to free white people from the moral burden of forced racial segregation. The Civil Rights Movement itself was a multi-racial endeavor that reflected the interracial solidarity Martin sought for our society.

No other holiday serves as a focal point for encouraging improved race relations. The holiday can help unify America in the spirit of Martin's dream.

The holiday will have special meaning for young people, who will be inspired by the courageous example of a man who began to lead a historic reform movement at the age of 26 and who was awarded the Nobel Peace Prize at age 34. We must begin to convince our young people that you don't have to carry a gun to change history, and Martin's life and work provide the preeminent example that demonstrates this truth.

Young people in particular need nonviolent role models like him. In many ways, the Civil Rights Movement was a youth movement. Young people of all races, many who were jailed, were involved in the struggle, and some gave their lives for the cause. Yet none of the youth trained by Martin and his associates retaliated in violence, including members of some of the toughest gangs of urban ghettos in cities like Chicago and Birmingham. This was a remarkable achievement. It had never been done before; it has not been duplicated since.

For me, the overriding importance of the holiday is that it can help America focus on forging a new commitment to nonviolence. With few exceptions, the history book has gloried in the dubious achievement of the generals and warriors who have supposedly "solved" the great conflicts of American history.

However, in just 13 years of organized nonviolent struggle, Black Americans achieved more genuine freedom than the previous four centuries had produced. This is an impressive testament to the power of nonviolence. The efficacy of the philosophy and strategy of nonviolence is the most important lesson we can draw from the life and work of Martin Luther King, Jr.

From his study of history, he believed that violence always sows the seeds of bitterness, resentment and ultimately more violence. He saw that retaliatory violence was a vicious cycle that carried with it the seeds of its own destruction. He reasoned that the only way to break the cycle of violence was for someone to refuse to retaliate. He read of the historic nonviolent movement for independence led by Gandhi in India, and fused Gandhi's tactics with the religious principles of unconditional love, truth and forgiveness even for one's adversaries that he learned in his Christian training. "Man must evolve for all human conflicts a method that rejects revenge, aggression and retaliation," Martin said. "The foundation of such a method is love."

Until the American Civil Rights Movement, many people believed that nonviolence was something that could only be applied in Eastern cultures like that of India. But Martin saw that nonviolence was at the heart of our Judeo-Christian heritage and was entirely consistent with democratic values.

Today his legacy of nonviolent action for social, political and economic progress is more relevant and desperately needed than ever. The price of violent conflict between individuals, communities and nations has become unbearably high in this nuclear age, and only nonviolent conflict resolution offers a viable alternative.

For this reason the holiday must be substantive as well as symbolic. It must be more than a day of celebration. To many Americans a holiday means a "day of rest." Let this holiday be a day of reflection, a day of teaching nonviolent philosophy and strategy, a day of getting involved in nonviolent action for social and economic progress.

For more than 15 years, The Martin Luther King Jr. Center for Nonviolent Social Change in Atlanta, the official national and international memorial, has observed his birthday with this commitment and has conducted activities around his birthday in many cities. The week-long observance has included a series of educational programs, policy seminars or conferences, action-oriented workshops, strategy sessions and planning meetings dealing with a wide variety of current issues, from voter registration to full employment, to citizen action for nuclear disarmament. This January, The Center's observance will focus on achieving and implementing the legislative agenda issued by the New Coalition of Conscience at the August 27th March on Washington.

As it chooses its heroes and heroines, a nation interprets its history and shapes its destiny. The commemoration of the life and work of Martin Luther King Jr. can help this nation realize its true destiny as the global model for democracy, economic and social justice, and as the first nonviolent society in human history.

Coretta Scott King

THE GREAT MARCH ON WASHINGTON

On August 28, 1963, a huge civil rights demonstration, The March on Washington, was held. It was the largest crowd ever to gather in Washinton, D.C. - over a quarter of a million strong.

Young and old, Negro and white, Gentile and Jew - housewives, sharecroppers, students, teachers, ministers, actors, singers, servants and statesmen - gathered on the slope of the Washington Monument. Shoulder to shoulder, they marched to the Lincoln Memorial.

They had poured into Washington by the busload. They had jammed the waiting rooms of hundreds of small railway stations. Seats on planes were not to be found and car pools inched forward, bumper to bumper, on the roads that led into Washington - from the North, South, East and West.

Many came from overseas, too- diplolats from the new African nations and press representatives from the capitals of Europe.

Weeks before the great day, an eighty-two-year-old man left Dayton, Ohio, for the March on a silver bicycle. A civil rights worker made the trip from Chicago to Washington on roller skates.

The Military Police were out in full force, too. Businessmen and officials feared that violence might break out in such a huge crowd. But there was not violence. The crowd had learned the lessons of Martin Luther King too well.

He stood before them, dwarfed by the brooding statue of Abraham Lincoln, and he said: "I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood... We will be able to speed up that day when all of God's children... join in the words of the old Negro spiritual, "Free at last, free at last! Thank God Almighty, we are free at last!"

Taken from Martin Luther King:

Peaceful Warrior, pg. 74-76

WORDS LIKE FREEDOM

There are words like freedom
Sweet and wonderful to say.
On my heartstrings freedom sings
All day every day.

There are words like freedom
That almost make me cry.
If you had known what I know
You would know why.

By Langston Hughes

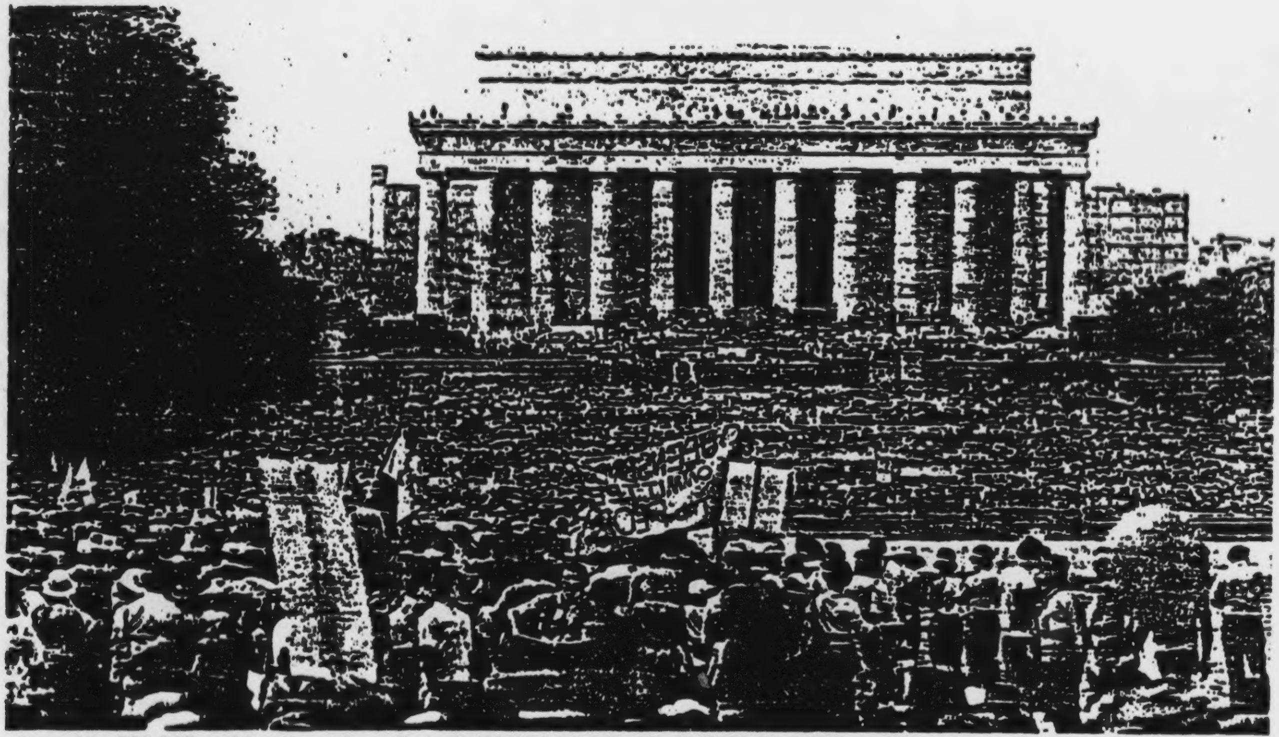
(Spanish translation)

Palabras Como Libertad

Hay palabras como libertad
Dulces y maravillosas para decir.
En las cuerdas de mi corazón
canta la libertad
todo el día todos los días.

Hay palabras como libertad
que casi me hacen llorar
Si hubieses sabido lo que yo sé
Tu sabrás por qué.

Por Langston Hughes



Some of the 200,000 participants massing on the capital Mall in front of the Lincoln Memorial; at right, members of the Southern Christian Leadership

Nation

TIME/SEPTEMBER 5, 1983

"We Still Have a Dream"

Twenty years later, thousands march in Washington for a medley of causes

For many Americans, it remains one of the incandescent moments in living memory. Facing a throng of 250,000 on the capital Mall, with the Washington Monument soaring before him and the white marble figure of Abraham Lincoln brooding behind him, Martin Luther King Jr. turned mere spectacle into a kind of national epiphany. "I have a dream today," he declared. And again, "I have a dream today." And again. He used the words as more than refrain, more than cadence, almost as biblical exhortation. And as his listeners cheered him more loudly each time he repeated them, King built toward his stirring peroration: "When we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: 'Free at last. Free at last. Thank God Almighty, we are free at last.' "

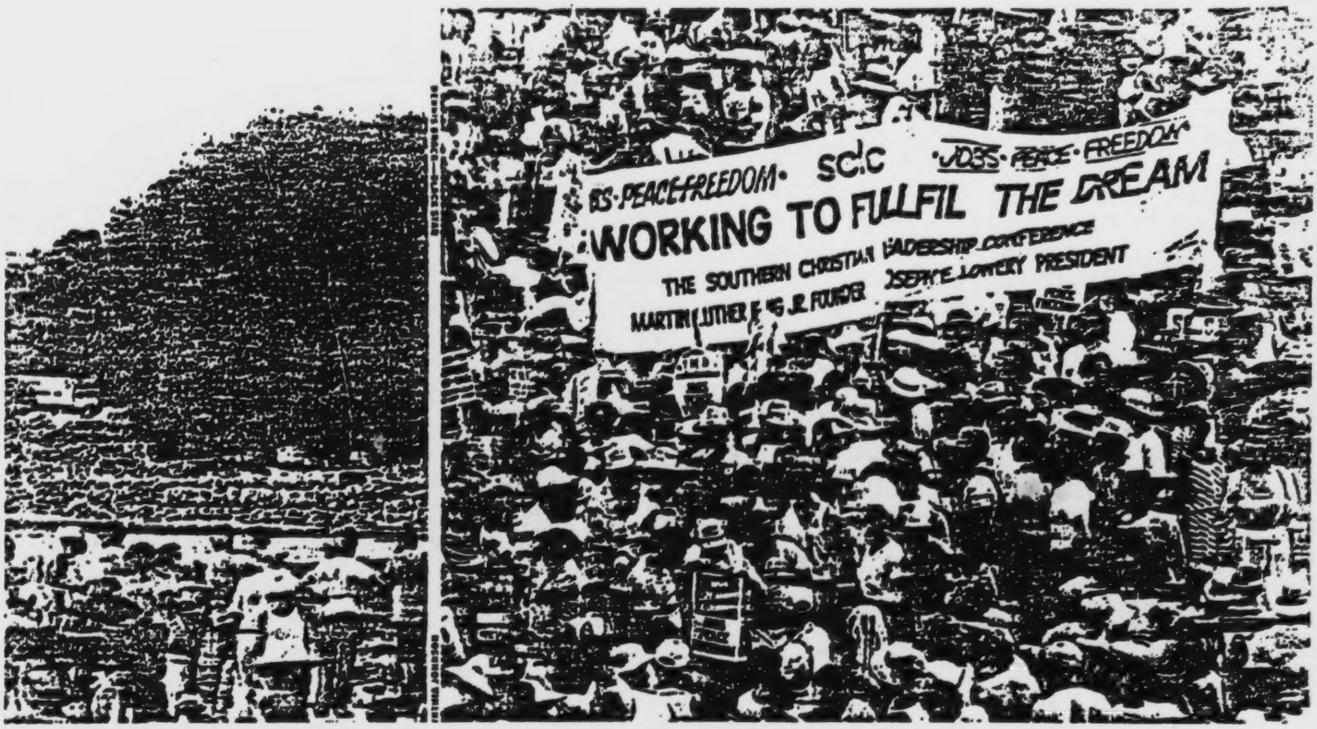
Last week, a day short of two decades after that electrifying moment, a throng almost as large assembled in the same spot. The participants were there partly in commemoration, to mark a day and a speech and an idea that had changed America forever, and partly in fresh complaint, to push for dreams that remain unfulfilled. The second March on Washington was thus both an opportunity to measure the sometimes astonishing distances the nation has traveled on the road to racial equality and a time to ponder its new and less certain agenda for the future. King's long-stilled eloquence was missing, of course, but it was not far from anyone's mind. "I can assure you that Martin Luther King Jr. will be marching with us and that he will still be leading the parade" said his widow Coretta Scott King. "We still have a dream."

If the dream was there, the fire was not. The reprise had a forced quality, as if the participants had been jaded by all the marches and speeches of the intervening two decades. Billed as a "March for Jobs, Peace and Freedom," the gathering marshaled proponents of a bewildering variety of causes and organizations, from environmentalists to advocates of a nuclear freeze to gay-rights lobbyists.

Some 4,000 buses carrying the marchers started arriving in the capital Friday evening from 347 cities across the nation. Early Saturday morning, demonstrators began collecting in 29 staging areas, slowly at first and then in ever growing droves. In contrast to the 1963 marchers, more than two-thirds of whom were black, last week's crowd was close to 50% white. As in 1963, the marchers were orderly; the 3,700 city police on hand made fewer than two dozen arrests.

The diversity of causes and interests at times made for a certain cliquishness, with union and church groups, dressed in identical T shirts, sticking together. At one point, a small band of Hare Krishnas moved along the sidewalk, oblivious to a Pennsylvania group a few feet away carrying signs advocating peace in Central America. In the shade of an old beech tree near by, a band of antinuclear activists stood in a circle, hands linked, eyes closed, as a middle-aged woman in braids and a long skirt led them in prayer.

Throughout the sweltering afternoon,


·JOBS·PEACE·FREEDOM· SCLC ·JOBS·PEACE·FREEDOM
WORKING TO FULLFIL THE DREAM
THE SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE
MARTIN LUTHER KING JR. FOUNDER JOSEPH E. LOWERY PRESIDENT

Conference parading with banner: they came partly to mark a day and an idea that changed America, and partly to push for goals that are still deferred

the crowd anticipated one speaker more eagerly than anyone else: Jesse Jackson, 41, founder of Operation PUSH (for People United to Serve Humanity), who is in the highly public process of deciding whether or not to make a bid for the presidency. Taking nearly three times the five minutes allotted to speakers, the safari-suited and hoarse-throated Jackson did not tip his hand one way or the other on the presidential question. But as the marchers hushed for one of the few sustained periods of quiet in a long day of oratory, Jackson delivered a spirited and frequently rousing, if occasionally strident, political address.

Using slogans that often crop up in his speeches, he concluded: "Turn on Reagan. Turn to each other. Our day has come. March on! Don't let them break your spirit. We will rise, never to fall again! From slave ship to championship! From the outhouse to the statehouse to the courthouse to the White House! We will march on! March on! March on! Our time has come!" The crowd cheered enthusiastically, breaking into the chant that follows Jackson at black and integrated gatherings almost everywhere these days: "Run, Jesse, run! Run, Jesse, run!" Jackson stepped back to the speaker's stand to acknowledge the ovation, flashing V signs with both hands.

Much of the rhetoric on and off the speaking platform was not so much pro any cause as anti-Ronald Reagan. Lee D. Harris, a retired auto worker from Linden, N.J., said simply that "we are trying to get a message to the President that people need jobs, and this is the way to do it." Even some of the musical entertainment took digs at the President: Veteran Folk Singer Pete Seeger picked away at a ditty with the lyrics: "This old man, he did four, now we're in El Salvador . . . This old man, he did six, he did better in the flicks . . . This old man, he did eight, he helped Nancy decorate . . ."

The commemorative march was conceived two years ago by Coretta King and officials of the Southern Christian Leadership Conference.

The inclusion of peace groups was probably the most debated decision, since they added what some civil rights traditionalists view as an unrelated and controversial element to the cause. Atlanta Mayor Andrew Young defends the broadened coalition, pointing out that King, shortly before his death, turned against the Viet Nam War as an impediment to black progress. Says Young: "Without peace, there are no jobs or freedom."

Others disagree. Officials of the National Urban League, one of the eight sponsors of the 1963 march, declined to join in this time, saying they feared that its "focus on a broad range of issues is likely to limit its impact." Bayard Rustin, stage manager of the original event, was another prominent no-show in 1983. Some Jewish organizations, angered by language in an early version of a march manifesto implying disapproval of the level of U.S. arms shipments to Israel, also decided to withhold support. In the end, however, the offending passages were toned down, and one of the march prayers was led by Rabbi Alexander Schindler, head of the Union of American Hebrew Congregations.

Few contrasts between the two demonstrations were more striking than the

Coretta Scott King, second from left; Jesse Jackson, center; Harry Belafonte, right

SPEECHES BY DR. MARTIN LUTHER KING, JR.

Martin Luther King, Jr., in a speech in 1965. I tried to love and serve.

The only way we can really achieve freedom is to somehow conquer the fear of death. For if a man has not discovered something that he will die for, he isn't fit to live.

Deep down in our non-violent creed is the conviction that there are some things so dear, some things so precious, some things so eternally true, that they are worth dying for.

And if a man happens to be 36 years old, as I happen to be, and some great truth stands before the door of his life, some great opportunity to stand up for that which is right and that which is just, and he refuses to stand up because he wants to live a little longer and he is afraid his home will get bombed, or he is afraid that he will lose his job, or he is afraid that he will get shot...he may go on and live until he's 80, and the cessation of breathing in his life is merely the belated announcement of an earlier death of the spirit.

Man dies when he refuses to stand up for that which is right. A man dies when he refuses to take a stand for that which is true. So we are going to stand up right here...letting the world know we are determined to be free.

A Drum Major for Justice

In a sermon early in February at Ebenezer Baptist Church in Atlanta, Dr. Martin Luther King, Jr., discussed his own eulogy.

Every now and then I guess we all think realistically about that day when we will be victimized with what is life's final common denominator-that something we call death. We all think about it and every now and then I think about my own death and I think about my own funeral. And I don't think about it in a morbid sense. And every now and then I ask myself what it is that I would want said and I leave the word to you this morning.

If any of you are around when I have to meet my day, I don't want a long funeral, and if you get somebody to deliver the eulogy tell him not to talk too long. And every now and then I wonder what I want him to say.

Tell him not to mention that I have a Nobel Peace Prize-that isn't important. Tell him not to mention I have three or four hundred other awards-that's not important. Tell him not to mention where I went to school. I'd like somebody to mention that day that Martin Luther King, Jr., tried to give his life serving others. I'd like for somebody to say that day that Martin Luther King, Jr. tried to love somebody. I want you to say that day that I tried to be right and to walk with him. I want you to be able to say that day that I did try in my life to clothe the naked. I want you to say on that day that I did try in my life to visit those who were in prison. And I want you to say that I tried to love and serve humanity.

Yes, if you want to, say that I was a drum major. Say that I was a drum major for justice.

Say that I was a drum major for peace. I was a drum major for righteousness. And all the other shallow things will not matter.

I won't have any money to leave behind. I won't have the fine and luxurious things of life to leave behind. But I just want to leave a committed life behind. And that is all I want to say.

If I can help somebody as I pass along, if I can cheer somebody with a well song, if I can show somebody he's traveling wrong, then my living will not be in vain.

If I can do my duty as a Christian ought, if I can bring salvation to a world once wright, if I can spread the message as the Master taught, then my living will not be in vain.

Live together as brothers or perish together as fools. (Washington's National Cathedral, March 31, 1968)

"One day we will have to stand before the God of history and we will talk in terms of the things we've done. Yes, we will be able to say we built gargantuan bridges to span the seas, we built gigantic buildings to kiss the skies. Yes, we made our submarines to penetrate oceanic depths. We brought into being many other things with our scientific and technological power.

"It seems that I can hear the God of history saying, 'That was not enough! But I was hungry and ye fed me not. I was naked and ye clothed me not. I was devoided of a decent sanitary house to live in, and ye provided no shelter for me. And consequently, you cannot enter the kingdom of greatness. If ye do it unto the least of these, my brethren, ye do it unto me.'

"We must all learn to live together as brothers. Or we will all perish as fools. We are tied together in the single garment of destiny, caught in an inescapable network of mutuality. And whatever affects one directly affects all indirectly. For some strange reason I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be.

"With this faith we will be able to hew out of the mountain of despair the stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood."

At the Mountaintop, April 3, 1968

When Martin Luther King arrived in Memphis, he addressed a rally in words that turned out to be prophetic. He said:

"I left Atlanta this morning and as we got started on the plane there were six of us. The pilot said over the public address system, "We're sorry for the delay but we have Dr. Martin Luther King on the plane, and to be sure that all of the bags were checked and to be sure that nothing would be wrong on the plane, we had to check out everything properly and we've had the plane protected and guarded all night.'

"And then I got into Memphis and some began to say the threats...talk about the threats that were out of what would happen to me from some of our sick white brothers.

"Well, I don't know what will happen now. We've got some difficult days ahead. But it really doesn't matter with me now, because I have been to the mountaintop. I don't mind.

"Like anybody, I would like to live a long life; longevity has its grace. But I am not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain and I've looked over. And I have seen the promised land.

"I may not get there with you. But I want you to know tonight that we as people will go to the promised land.

"So I am happy tonight. I am not worried about anything. I am not fearing any man. Mine eyes have seen the glory of the coming of the Lord."

DIVISION OF AFRICAN AND AFRO-AMERICAN STUDIES

SCHOOL DISTRICT OF PHILADELPHIA

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5. From the study of speeches students will gain insight into the hearts and minds of people and nations. Great orations have been credited with changing attitudes [illegible]sions.

I HAVE A DREAM

Delivered by Martin Luther King, Jr., at the Lincoln Memorial on August 28, 1963, in the March on Washington, D.C., for Civil Rights.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile of his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be granted the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that American has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, American has given the Negro people a bad check; which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check-a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make reall the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the movement and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content, will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquality in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds.

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and they have come to realize that their freedom is inestricably bound to our freedom. This offense we share mounted to storm the battlements of injustice must be carried forth by a bi-racial army. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as Negro in Mississippi cannot and a Negro in New York believes he has nothing for which to vote. No, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of excessive trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi; go back to Alabama; go back to South Carolina; go back to Georgia; go back to Louisiana; go back to the slums and ghettos of the Northern cities, knowing that somehow this situation can, and will be changed. Let us not wallow in the valley of despair.

So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed-we hold these truths to be self evident, that all men are created equal.

I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by content of their character, I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor have his lips dripping with the words of interposition and nullification, that one day, right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places shall be made plain, and the crooked places shall be made straight and the glory of the Lord will be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with.

With this faith we will be able to hear out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with new meaning-"my country 'tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of the pilgrim's pride; from every mountain side, let freedom ring"- and if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous lopes of California.

But not only that.

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring.

And when we allow freedom to ring, when we let it ring from every village and hamlet, from every state and city, we will be able to speed up that day when all of God's children-black men and white men, Jews and Gentiles, Catholics and Protestants-will be able to join hands to sing in the words of the old Negro spiritual. "Free at last, free at last; thank God Almighty, we are free at last."

The Acceptance Speech of Martin Luther King, Jr. of the Nobel Peace Prize on December 10, 1964

Your Majesty, your Royal Highness, Mr. President, excellencies, ladies and gentlemen:

I accept the Nobel prize for peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award in behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice.

I am mindful that only yesterday in Birmingham, Ala., our children, crying out for brotherhood, were answered with fire hoses, snarling dogs and even death. I am mindful that only yesterday in Philadelphia, Miss., young people seeking to secure the right to vote were brutalized and murdered.

I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle: to a movement which has not won the very peace and brotherhood which is the essence of the Nobel prize.

After contemplation, I conclude that this award which I received on behalf of that movement is profound recognition that nonviolence is the answer to the crucial political and moral question of our time—the need for man to overcome oppression and violence without resorting to violence and oppression.

Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later, all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood.

If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

From the depths of my heart I am aware that this prize is much more than an honor to me personally.

Every time I take a flight I am always mindful of the many people who make a successful journey possible, the known pilots and the unknown ground crew.

So you honor the dedicated pilots of our struggle who have sat at the controls as the freedom movement soared into orbit. Your honor, once again, Chief (Albert) Lithuli of South Africa, whose struggles with and for his people, are still met with the most brutal expression of man's inhumanity to man.

You honor the ground crew without whose labor and sacrifices the jetflights to freedom could never have left the earth.

Most of these people will never make the headlines and their names will not appear in Who's Who. Yet the years have rolled past and when the blazing light of truth is focused on this marvelous age in which we live—men and women will know and children will be taught that we have a finer land, a better people, a more noble civilization—because these humble children of God were willing to suffer for righteousness' sake.

I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners—all those to whom beauty is truth and truth beauty—and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold.

The tortuous road which has led from Montgomery, Ala., to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new civil rights bill, and it will, I am convinced, be widened and lengthened into a superhighway of justice as Negro and white men in increasing number create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept the idea that the "isness" of man's present nature makes him morally incapable of reaching up for the eternal "oughtness" that forever confronts him.

I refuse to accept the idea that man is mere flotsam and jetsam in the river of life which surrounds him. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of thermonuclear destruction. I believe that unarmed thruth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant.

I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow. I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits. I believe that what self-centered men have torn down men other-centered can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive goodwill will proclaim the rule of the land. "And the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that we shall overcome.

This faith can give us courage to face the uncertainties of the future. It will give our tired feet new strength as we continue our forward stride toward the city of freedom. When our days become dreary with low-hovering clouds and our nights become darker than a thousand midnights, we will know that we are living in the creative turmoil of a genuine civilization struggling to be born.

Today I come to Oslo as a trustee, inspired and with renewed dedication to humanity. I accept this prize on behalf of all men who love peace and brotherhood. ■

HE HAD A DREAM

There was a man who loved this land.
But hated discrimination
and took his stand.
He had a dream, this great man,
That someday Negroes could
Shake every white man's hand.
He had a dream, goes the story,
That he had been to the mountaintop
and seen God's glory.
He had a dream as a lot of men do;
But his was different because he
Was one of God's chosen few.
He never wanted glory, he never wanted
thanks;
All he wanted was his equal rights.
He was our Moses as in the past
He stood and shouted
"Free At Last"
He was shunned and criticized by some;
But he always said
"We Shall Overcome."
He fought for all to see the light
And in their hearts they knew he was right.
He fought for equality; he fought for peace
And knew that someday
All prejudice would cease.
He fought against war; he fought against strife
Until a sniper's bullet took his life.
And when we say our prayers of silence
Remember he died for non-violence.

Charlotte Nuby, 9th grade
Haynes Junior High School, Nashville, Tennessee

APPEAL FOR AN
INTERNATIONAL BOYCOTT
OF SOUTH AFRICA

by

The Reverend Dr. Martin Luther King, Jr.

CALL FOR AN INTERNATIONAL BOYCOTT OF APARTHEID SOUTH AFRICA

Statement by the late Reverend Dr. Martin Luther King, Jr.
at a meeting at Hunter College, New York City, on Human Rights Day
10 December 1965

Africa has been depicted for more than a century as the home of black cannibals and ignorant primitives. Despite volumes of facts contraverting this picture, the stereotype persists in books, motion pictures, and other media of communication.

Africa does have spectacular savages and brutes today, but they are not black. They are the sophisticated white rulers of South Africa who profess to be cultured, religious and civilized, but whose conduct and philosophy stamp them unmistakably as modern-day barbarians.

We are in an era in which the issue of human rights is the central question confronting all nations. In this complex struggle an obvious but little appreciated fact has gained attention--the large majority of the human race is non-white--yet it is that large majority which lives in hideous poverty. While millions enjoy an unexampled opulence in developed nations, ten thousand people die of hunger each and every day of the year in the underdeveloped world. To assert white supremacy, to invoice white economic and military power, to maintain the status quo is to foster the danger of international race war...What does the South African Government contribute to this tense situation? These are the incendiary words of the South African philosophy spoken by its Prime Minister, Dr. Verwoerd:

"We want to keep South Africa white. Keeping it white can only mean one thing, namely, white domination, not 'leadership', not 'guidance', but control, supremacy."

The South African Government to make the white supreme has had to read into the past and revive the nightmarish ideology and practices of nazism. We are witnessing a recrudescence of the barbarism which murdered more humans than any war in history. In South Africa today, all opposition to white supremacy is condemned as communism, and in its name, due process is destroyed; a medieval segregation is organized with twentieth century efficiency and drive; a sophisticated form of slavery is imposed by a minority upon a majority which is kept in grinding proverty; the dignity of human personality is defiled; and world opinion is arrogantly defied.

Once more, we read of tortues in jails with electric devices, suicides among prisoners, forced confessions, while in the outside community ruthless persecution of editors, religious leaders, and political opponents suppress free speech and a free press.

South Africa says to the world: "We have become a powerful industrial economy; We are too strong to be defeated by paper resolutions of world tribunals; we are immune to protest and to economic reprisals. We are invulnerable to opposition from within or without; if our evil offends you, you will have to learn to live with it."

Increasingly, in recent months this conclusion has been echoed by sober commentators of other countries who disapprove, but, nevertheless, assert that there can be no remedy against this formidable adversary of human rights.

Do we, too, acknowledge defeat? Have we tried everything and failed? In examining this question as Americans, we are immediately struck by the fact that the United States moved with strikingly different energy when it reached a dubious conclusion that our interests were threatened in the Dominican Republic. We inundated that samll nation with overwhelming force, shocking the world with our zealousness and naked power. With respect to South Africa, however, our protest is so muted and peripheral it merely mildly disturbs the sensibilities of the segregationists, while our trade and investments substantially stimulate their economy to greater heights. We pat them on the wrist in permitting racially mixed receptions in our Embassy and by exhibiting films depicting Negro artists. But we give them massive support through American investments in motor and rubber industries, by extending some forty million dollars in loans through our most distinguished banking and financial institutions, by purchasing gold and other minerals mined by black slave labour, by giving them a sugar quota, by maintaining three tracking stations there, and by providing them with the prestige of a nuclear reactor built with our technical cooperation and fueled with refined uranium supplied by us.

When it is realized that Great Britain, France and other democratic Powers also prop up the economy of South Africa--and when to all of this is added the fact that the USSR has indicated its willingness to participate in a boycott--it is proper to wonder how South Africa can so confidently defy the civilized world. The conclusion is inescapable that it is less sure of its own power, but more sure that the great nations will not sacrifice trade and profit to oppose them effectively. The shame of our nation is that it is objectively an ally of this monstrous Government in its grim war with its own black people.

Our default is all the more grievous because one of the blackest pages of our history was our participation in the infamous African slave trade of the 18th century. The rape of Africa was conducted substantially for our benefit to facilitate the growth of our nation and to enhance its commerce. There are few parallels in human history of the period in which Africans were seized and branded like animals, packed into ships' holds like cargo and transported into chattel slavery. Millions suffered agonizing death in the middle passage in a holocaust reminiscent of the Nazi slaughter of Jews and Poles, and others. We have an obligation of atonement that is not cancelled by the passage of time. Indeed, the slave trade in one sense was more understandable than our contemporary policy. There was less sense of humanity in the world three hundred years ago. The slave trade was widely approved by the major Powers of the world. The economies of England, Spain, and the U.S. rested heavily on the profits derived from it. Today, in our opulent society, our reliance on trade with South Africa is infinitesimal significance. No real national interest impels us to be cautious, gentle, or a good customer of a nation that offends the world's conscience.

Have we the power to be more than peevish with South Africa, but yet refrain from acts of war? To list the extensive economic relations of the great Powers with South Africa is to suggest a potent non-violent path. The international potential of non-violence has never been employed. Non-violence has been practised within national borders in India, the U.S. and in regions of Africa with spectacular success. The time has come to utilize non-violence fully through a massive international boycott which would involve the USSR, Great Britain, France, the United States, Germany and Japan. Millions of people can personally give expression to their abhorrence of the world's worst racism through such a far-flung boycott. No nation professing a concern for man's dignity could avoid assuming its obligations if people of all States and races were to adopt a firm stand. Nor need we confine an international boycott to South Africa. The time has come for an international alliance of peoples of all nations against racism.

For the American Negro there is a special relationship with Africa. It is the land of his origin. It was despoiled by invaders; its culture was arrested and concealed to justify white supremacy. The American Negro's ancestors were not only driven into slavery, but their links with their past were severed so that their servitude might be psychological as well as physical. In this period when the American Negro is giving moral leadership and inspiration to his own nation, he must find the resources to aid his suffering brothers in his ancestral homeland. Nor is this aid a one-way street. The civil rights movement in the United States has derived immense inspiration from the successful struggles of those Africans who have attained freedom in their own nations. The fact that black men govern States, are building democratic institutions, sit in world tribunals, and participate in global decision-making gives every Negro a needed sense of dignity.

In this effort, the American Negro will not be alone. As this meeting testifies, there are many white people who know that liberty is indivisible. Even more inspiring is the fact that in South Africa itself incredibly brave white people are risking their careers, their homes and their lives in the cause of human justice. Nor is this a plea to Negroes to fight on two fronts. The struggle for freedom forms one long front crossing oceans and mountains. The brotherhood of man is not confined within a narrow, limited circle of select people. It is felt everywhere in the world; it is an international sentiment of surpassing strength. Because this is true, when men of good will finally unite, they will be invincible.

Through recent anthropological discoveries, science has substantially established that the cradle of humanity is Africa. The earliest creatures who passed the divide between animal and man seem to have first emerged in East and South Africa. Professor Raymond Dart described this historical epoch as the moment when man "trembled on the brink of humanity". A million years later in the same place some men of South Africa are again "trembling on the brink of humanity", but instead of advancing from pre-human to human, they are reversing the process and are travelling backward in time from human to pre-human.

Civilization has come a long way; it still has far to go, and it cannot afford to be set back by resolute, wicked men. Negroes were dispersed over thousands of miles and over many continents, yet today they have found each other again. Negro and white have been separated for centuries by evil men and evil myths. But they have found each other. The powerful unity of Negro with Negro and white with Negro is stronger than the most potent and entrenched racism. The whole human race will benefit when it ends the abomination that has diminished the stature of man for too long. This is the task to which we are called by the suffering in South Africa, and our response should be swift and unstinting. Out of this struggle will come the glorious reality of the family of man.

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"APPEAL FOR ACTION AGAINST APARTHEID"

Dr. Martin Luther King, Jr. appeals for sanctions against
South Africa jointly with Chief Albert J. Lutuli on Human Rights Day,
10 December 1962

"We, therefore, ask all men of good will to take action against apartheid in the following manner:

"Hold meetings and demonstrations on December 10, Human Rights Day;

"Urge your church, union, lodge, or club to observe this day as one of protest;

"Urge your Government to support economic sanctions;

"Write to your mission to the United Nations urging adoption of a resolution calling for international isolation of South Africa;

"Don't buy South Africa's products;

"Don't trade or invest in South Africa;

"Translate public opinion into public action by explaining facts to all peoples, to groups to which you belong, and to countries of which you are citizens until an effective international quarantine of apartheid is established."

BISHOP TUTU - A BIOGRAPHY

Bishop Desmond Mpilo Tutu was born on October 7, 1931, in Klerksdorp in the Western Transvaal, of a schoolteacher father and a relatively uneducated mother. He obtained his high school education at the famous Johannesburg Bantu High School (Madibane) in Western Native Township (1945-50). He followed in his "timer's" footsteps by obtaining a teacher's diploma at Pretoria Bantu Normal College (1951-3), and in 1954 got his BA degree through the University of South Africa, teaching at his alma mater soon thereafter.

Between 1955 and 1958 he taught at the Munsieville High School in Krugersdorp, and during the years 1958-60 went for ordination training at St. Peter's Theological College in Rosettenville, Johannesburg. He was ordained as deacon in December 1960, serving in Benoni Location the same year. By the following Christmas the man Tutu became Father Tutu. He had married Leah Nomalizo on 2 July 1955, and they celebrated their silver wedding anniversary in 1980.

Between 1962 and 1966 the Tutu family lived at Golders Green, in London, England, and he was a part-time curate at St. Albans from 1962 to 1965, obtaining his BA honors in 1965, and his Master's in Theology, again in London, in 1966. Father Tutu then lived at Bletchingly in Surrey, where he was a part-time curate at St. Mary's, but at the end of that same year the Tutus trekked again, this time homebound, visiting the Holy Land along the way. He joined the teaching staff of the Federal Theological Seminary, Alice, in the Cape before it was expropriated by the Government. After that he lectured in theology for two years at the then University of Botswana, Lesotho and Swaziland, at Toma in Lesotho.

Then came another call from England...and so again the Tutus trekked. Father Tutu had been appointed Associate Director for the Theological Education Fund of the World Council of Churches based in Bromley, Kent where he was between 1972 and 1975. They lived in Grove Park, London where Father Tutu was the honorary curate of St. Augustine's. Then came the break the dispossessed people of South Africa, especially Christians, had been waiting for...the historic appointment of the first Black Dean of the Anglican Church. The rest is history:

.Elected Fellow of King's College, London, in 1978.

.Awarded an honorary Doctorate of Divinity from the General Theological Seminary, USA, in May 1978.

.Another honorary Doctorate of Civil Law from the University of Kent at Canterbury, England.

.Yet another honorary DCL from Harvard University, USA, in 1979.

.Awarded the Prix d'Athene Prize by the Onassis Foundation in Greece, in 1980.

.Awarded another honorary Doctorate of Divinity by Alberdeen University, Scotland, in July 1981.

.Another honorary D. The. by Ruhr University, Bochum, West Germany, in 1981.

.Also the honorary Doctorate of Sacred Theology by Columbia University, USA.

.Published a book of articles and reviews, CRYING IN THE WILDERNESS, in USA and Britain.

.Bishop Tutu has twice been nominated for the Nobel Peace Prize (1981 and 1982).

.Awarded the Nobel Peace Prize, in 1984.

EXCERPTS FROM SPEECHES BY BISHOP DESMOND TUTU

1984 NOBEL PEACE PRIZE RECIPIENT

"I come from a beautiful land, richly endowed by God with wonderful natural resources, wide expanses, rolling mountains, singing birds, bright shining stars out of blue skies, with radiant sunshine, golden sunshine. There is enough of the good things that come from God's bounty, there is enough for everyone, but apartheid has confirmed some in their causing them to grasp greedily a disproportionate share, the lion's share, because of their power.

They have taken 87 percent of the land, though being only about 20 percent of our population. Seventy-three percent of the population is excluded from any meaningful participation in the political decision-making process of the land of their birth. Blacks are being expected to exercise their political ambitions in inexhaustible proverty-stricken, arid, Bantustan homelands, ghettoes of misery, inexhaustible reservoirs of cheap black labor..."

"There is no peace because there is no justice."

"Praise be that there are demonstrations across the United States against apartheid and that country's collaboration with the South African government."

"This award is for you, you mothers who sit at railway stations trying to eke out an existence selling mealies (corn), selling products...

This award is for you, the three-and-a-half-million of our people who have been uprooted and dumped as if you were rubbish...

It is for you who, down through the ages, have said that you seek to change this evil system peacefully; for you who have marched against the pass laws peacefully and who, unarmed, have been shot, mown down, and killed. With this award, the world is saying it recognized that you have been peace-loving to a fault."
Oslo, 1984

"Unrest in the schools, on the labor front, is endemic in our country and continues to be so until political power-sharing becomes a reality. More and more Blacks are becoming disillusioned as those of us calling for change by peaceful means have our credibility eroded by the action of the authorities, often brutal and excessive action. Calls for peaceful change are being answered by tear-gas, police dogs, bullets, detention without trial and banning orders."

"There will be more and more police harassment, bannings and detentions, but these will not deter those who are determined to become free. The international community must make up its mind whether it wants to see a peaceful resolution of the South African crisis or not. If it does, then let it apply pressure (diplomatic, political, but above all economic) on the South African Government to persuade them to go to the negotiating table with the authentic leaders of all sections of the South African population before it is too late." July, 1981

"One rule about the South African that has the validity of a Euclidian axiom is the one stating that on any major matter you can be sure that most White South Africans will be ranged on one side and the majority of Black South Africans will be found on the opposite side. Most White South Africans will, for instance, talk about terrorists and approve of any action to curb these bloodthirsty subversives, whereas most Blacks will refer to the self-same class of people as freedom fighters or at the least as guerrillas or insurgents. Possessing this rule about South Africa I have made you all instant experts on my beloved country." Diakonia, Durban, March 1980

"Black men risked their lives (in World War I many Black lives were lost when Mendi went down in the English Channel), largely because they had been promised a new kind of society in the land of their birth after the war. They were told they were fighting for liberation and freedom. It is galling in the extreme that those who tried to subvert the war effort should now be welcomed with open arms, whilst the descendants of those who were ready to make the supreme sacrifice should be discarded so shabbily..."
February, 1982

A TRIBUTE TO MARTIN LUTHER KING, JR.

1929 - 1968

NARRATOR

On Monday, January 20, 1986, the nation will celebrate as a national holiday for the first time and commemorate the birthdate of a man acknowledged as one of the world's greatest moral and spiritual leaders. In the short period of thirty-nine years, he was able to shake the very foundation of American society. He confronted an unjust system which denied black Americans freedom, justice, equality of opportunity, and dignity in the land of their birth.

It is fitting and proper that we pause to commemorate him through the eloquent speeches which he delivered during his lifetime.

CHORAL GROUP

It has been said that the pen is more powerful than the sword. Certainly, Martin Luther King, Jr. was able to move many people through his speeches and writings.

We offer for your consideration some of the quotes from some of his speeches and writings.

SPEAKER II - "Any law that degrades human personality is unjust."

SPEAKER III - "Injustice anywhere is a threat to justice everywhere."

NARRATOR

On December 1, 1955, Mrs. Rosa Parks got on a bus in Montgomery, Alabama. She was tired from a hard, long day's work as a seamstress. When a white man demanded that she stand up and give him her seat, she refused. A Montgomery policeman arrested Mrs. Parks. News of her arrest spread quickly through the black community.

They chose a twenty-six year old minister, Martin Luther King, Jr., to lead a boycott of the city's buses.

NARRATOR

The vicious pattern of segregation and discrimination in Montgomery, Alabama, was sanctioned by law and bulwarked by police power. Yet Dr. King, without an arsenal of weapons or material resources, disarmed the massive, brute force which confronted him and his courageous followers.

Dr. King was a firm believer in freedom and human dignity for all. In concluding his "Letter from Birmingham Jail", Dr. King Said:

CHORAL GROUP

Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

SPEAKER III

The courageous leadership of Dr. King demonstrated in Montgomery, Birmingham, Selma, and numerous cities, towns, and hamlets throughout the nation attracted attention to his deeds.

NARRATOR

On August 28, 1963, at the Lincoln Memorial in Washington, D.C., Dr. King spoke of his hopes and dreams for America, and challenged the nation through these words:

SPEAKER IV

"I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

NARRATOR

In 1964, he was awarded the Nobel Peace Prize for his outstanding leadership. He was the third person of African ancestry to receive this award.

CHORAL GROUP

In a speech in 1965, he spoke of the willingness to sacrifice for a cause.

SPEAKER V

Deep down in our non-violent creed is the conviction that there are some things so dear, some things so precious, some things so eternally true, that they are worth dying for.

NARRATOR

In terms of brotherhood, Martin Luther King spoke these words:

SPEAKER VI

"We must all learn to live together as brothers. Or we will all perish as fools. We are tied together in the single garment of destiny, caught in an inescapable network of mutuality. And whatever affects one directly affects all indirectly. For some strange reason I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be.

"With this faith we will be able to hew out of the mountain of despair the stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood."

NARRATOR

When Martin Luther King arrived in Memphis on April 3, 1968, he addressed a rally in words that turned out to be prophetic. He said:

"I left Atlanta this morning and as we got started on the plane there were six of us. The pilot said over the public address system, "We're sorry for the delay but we have Dr. Martin Luther King on the plane, and to be sure that all of the bags were checked and to be sure that nothing would be wrong on the plane, we had to check out everything properly and we've had the plane protected and guarded all night.

"And then I got into Memphis and some began to say the threats..talk about the threats that were out of what would happen to me from some of our sick white brothers.

"Well, I don't know what will happen now. We've got some difficult days ahead. But it really doesn't matter with me now, because I have been to the mountaintop. I don't mind.

"Like anybody, I would like to live a long life; longevity has its place But I am not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain and I've looked over. And I have seen the promised land.

"I may not get there with you. But I want you to know tonight that we as people will go to the promised land.

"So I am happy tonight. I am not worried about anything. I am not fearing any man. Mine eyes have seen the glory of the coming of the Lord."

SPEAKER VIII

Dr. King was killed by an assassin's bullet the following day, April 4, 1968.

On April 9, after the funeral service for Dr. King in his own Ebenezer Baptist Church in Atlanta, 150,000 of the famous and the humble followed his last march, to South View Cemetery.

SOLO

Anybody here seen my old friend, Martin?
Can you tell me where he's gone?
He freed a lot of people,
But it seem the good, they die young
I looked around, he was gone.
(repeat at same pace)

NARRATOR

Dr. King's legacy to each of us is to stand up against any forms of injustice which destroy the human potential of any man. His birthdate should help each of us to rededicate our lives for making his dream a reality.

ACTIVITIES

SOCIAL STUDIES

1. Have members of the class stage an imaginary meeting between city officials and civil rights leaders in Montgomery during the bus boycott. Several students could play the roles of key people such as the mayor of the city, the police chief, Dr. King, bus company officials, and several boycotters.

2. Duplicate copies of Dr. King's "Letter From a Birmingham Jail," extracted from his book, Why We Can't Wait.

   Stimulate discussion to determine whether students can identify Dr. King's basic arguments for the philosophy he advocated.

3. Have the students discuss and compare the civil disobedience tactics of Dr. King in Montogomery with those of Mahatma Ghandi in India to determine similarities and contrasts.

4. Guide students in discussing the following questions:

   a) How were the segregated laws of the south enforced? Could such laws be justified?

   b) How did the segregation laws affect the relationship between black and whiate people on a day-to-day basis?

   c) Is massive civil disobedience of unjust laws justified when they conflict with the rights and freedoms guaranteed by the United States Consitution?

   d) What are some of the qualities which made Dr. King an effective leader?

   e) What were some of the problems or concerns that Dr. King had to deal with as a civil rights leader? How did he respond to them?

   f) Why did Dr. King stress the importance of the right to vote?

   g) In Memphis, striking sanitation workers carried signs reading "I Am A Man." What do you think they meant?

   h) What was the chief legacy that Dr. King left to his fellowman?

   i) What are some of the alternatives to Dr. King's non-violent philosophy?

5. Nineteen sixty-three (1963) was an explosive year in the history of the Civil Rights Movement. Discuss some of the events which made headlines through out the world that year.

6. Each of the following cities was the location of an important event in the life of Martin L. King, Jr.:

   a) Atlanta, Georgia
   b) Washington, D. C.
   c) Birmingham, Alabama
   d) Montgomery, Alabama
   e) Memphis, Tennessee

   Locate each city on a map of the United States and identify and briefly describe the significance of the event in Dr. King's life.

7. Identify the following individuals who played significant roles during the Civil Rights Movement:

   1. A Philip Randolph
   2. Stokely Carmichael
   3. Rosa Parks
   4. Fannie Lou Hamer
   5. Thurgood Marshall
   6. John Lewis
   7. Cecil Moore
   8. Roy Wilkins
   9. Jessie Jackson
   10. Andrew Young

   (Add the names of other individuals who you think should be added to this list.)

8. Have students discuss the non-violent philosophies of Manhatma Ghandi and Henry David Thoreau, two of the individuals who influenced the life of Dr. King.

9. Using the biographies of Desmond Tutu and Martin Luther King, Jr., compare and constrast their backgrounds, philosophies and achievements.

10. Write an essay on "Nonviolence as a Strategy for Human Rights". (excerpts from speeches of Desmond Tutu and Martin L. King, Jr. included in this packet could be used)

11. Read and analyze King's speech "Appeal for an International Boycott of South Africa". Outline key themes.

12. Compare and contrast Dr. King's position on the policies of the South African government with the various positions which appear almost daily in today's media accounts.

MATH ACTIVITIES

1. On a map of the United States, use the map scale to determine how many miles separated Selma, Alabama from Montgomery, the capitol.

2. Determine how old Martin Luther King, Jr. was when President Franklin D. Roosevelt established the Fair employment Practices Commission in 1941.

3. Imagine that you are President of a bus company who owns 50 buses. You transport 25,000 passengers a day who pay 25 cents each for a single fare. How much would you lose in a single day if your buses were boycotted? How much would you lose if the boycott lasted 90 days?

4. Compute the ages of the following civil rights leaders when President Johnson signed the Voting Rights Bill in 1965:

   a) Roy Wilkins
   b) Whitney Young
   c) Fannie Lou Hamer
   d) Andrew Young
   e) Daisy Bates

5. Find the answer to the following questions:

   a) How old was NAACP when Martin Luther King, Jr. was born?

6. The following are sample problems which can be upgraded or modified to correlate with the mathematical levels of the students involved.

#1 FIND THE SECRET MESSAGE
(Clue: Martin L. King, Jr. was born in this southern city and state)

N	L	G	A	O	T	E	I	R
2	7	5	6	8	1	3	9	4

To find the secret message, first solve the problem, then select the correct answer above. Place the letters of your answer in the spaces below.

____ 3 + 3 ____ 5 - 4 ____ 6 + 1 ____ 8 - 2 ____ 9 - 7 ____ 1 + 0 ____ 1 + 5

____ 4 + 1 ____ 6 - 3 ____ 5 + 3 ____ 6 - 2 ____ 10 - 5 ____ 8 + 1 ____ 9 - 3

#2 FIND THE SECRET MESSAGE
(Clue: Dr. King received many honors for his work in the Civil Rights Movement, but this honor was his greatest)

L	P	B	R	E	A	O	Z	C	I	N
4	6	8	10	1	9	5	2	7	11	3

To find the secret message, first solve the problem, then find your answer above, and place the letter of your answer in the spaces below.

(2 x 3)-3 3 + 2 (5 x 1) +3 5 - 8 (11 + 2) - 9

(11 - 3)-2 (4 + 2) -5 (18-10)+1 15 - 3 20 - 19

2 x 3 (4x2) +2 5 + 6 21 - 19 (15-5) - 9

LANGUAGE ARTS

1. Write a one page report on the origin of the Southern Christian Leadership Conference. Indicate in the report the present status of the organization.

2. Have the class read portions of Dr. King's, "I Have A Dream Speech", and allow them to discuss whether his dream has become a reality.

3. After reading and analyzing excerpts or complete texts of Dr. King's speeches, have students identify successful oratorical techniques used by Dr. King - Example - Figurative language, repetition, biblical references, music, etc.

4. After teaching a unit on Martin Luther King or the Civil Rights Movement, write a series of newspaper headlines which capture the eventful years between 1955 and 1968, when the Civil Rights movement was redefining the status of Black people in American society.

5. Write an account of the March On Washington in 1963. Base your writing on articles that describe this historic event.

6. From the many speeches delivered by Dr. King, select 5 quotations that have the greatest impact upon you. Give reasons for your selection.

7. After reading several accounts of Dr. King's life, write a report on, "The Qualities That Made Dr. King A Good Leader."

8. Write an original skit about the Civil Rights Movement of the 1950's and 1960's:

9. Using the life and times of Martin Luther King, Jr. as the subject, write your own original poem as an example of one of the following types of poetry:

   a) free verse
   b) rhymed verse
   c) sonnet
   d) haiku or the three line poem
   e) cinquain or five step poem

10. Read and prepare oral and/or written reports on one of the following books written by Dr. King:

    a) Why We Can't Wait (1964)
    b) Where Do We Go From Here: Chaos or Community (1967)
    c) Trumpet of Conscience (1968)

11. After referring to several sources, write the meaning of the following terms and use them in a sentence:

    injustice
    freedom
    segregation
    Supreme Court
    sit-in
    boycott
    discrimination
    civil disobedience
    civil rights
    non-violence
    passive resistance
    racism
    martyr

12. After reading several references about Martin Luther King's childhood, identify those incidents of prejudice and discrimination which he experienced. Imagine how these incidents would have been different if they had been experienced in an unbiased setting. Dramatize the ideal as it was reflected in Dr. King's speeches.

13. Divide the class into small groups. Have each read a biographical sketch from one of the following books which provide relevant information about the denial of constitutional rights of black people and discuss parallels in the experience of each:

    a) Coming of Age in Mississippi by Ann Moody
    b) Black Boy by Richard Wright
    c) My Life With Martin Luther King, Jr. by Coretta King

14. Arrange a debate on the following theme:

    Resolved, that without the 1954 victory against segregation in the public schools, the Civil Rights Movement would not have taken place.

15. Investigate the nature and extent of racism and injustice in the South by reading articles about black-white relationships found in journals and periodicals prior to 1950.

16. Hold a "Meet the Press" interview, with members of the class playing the roles of the following persons who were directly affected by the 1954 Supreme Court Decision outlawing segregated public schools:

    a) Thurgood Marshall
    b) A black parent who filed for integrated schools
    c) A white school board member in a rural southern town
    d) A black school teacher in a segregated school
    e) A white principal who was ordered to accept black students in a previously all-white school

17. In his well known "I Have A Dream" speech in 1963, Martin Luther King, Jr. stated: "One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. The following tables provides statistics which support Dr. King's statement:

Table 59

Median Family Income in 1968, and Negro Family Income, 1965-1968, as a Percent of White, by Region

Region	Median family income, 1968		Negro income as a percent of white			
	Negro	White	1965	1966	1967	1968
United States....	$5,359	$8,936	54	58	59	60
Northeast.......	6,460	9,318	64	68	66	69
North Central....	6,910	9,259	74	74	78	75
South...........	4,278	7,963	49	50	54	54
West............	7,506	9,462	69	72	74	80

Source: U.S. Department of Commerce, Bureau of the Census.

Table 60

Median Income of Men 25 to 54 Years Old, by Educational Attainment, 1968

Educational Attainment		Median income, 1968		Negro income as a percent of white
		Negro	White	
Elementary:	Total..................	$3,900	$5,844	67
	Less than 8 years.......	3,558	5,131	69
	8 years................	4,499	6,452	70
High school:	Total..................	5,580	7,852	71
	1 to 3 years...........	5,255	7,229	73
	4 years................	5,801	8,154	71
College:	1 or more years.........	7,481	10,149	74

Source: U.S. Department of Commerce, Bureau of the Census.

A. After reading and analyzing Table 59 and Table 60, discuss the significance of the differentials in the comparative incomes of black and white families during the three years prior to Martin Luther King's death in 1968:

1. How great was the gap between the incomes of black and white people in 1968"

2. Which part of the country showed the greatest gap between the incomes of white and black people in 1968? the smallest gap?

3. Which part of the country showed the most growth in the income of black people from 1965 to 1968? Which part of the country showed the least amount of growth?

B. Research the most recent census reports to determine if Dr. King's statement would or would not be true today,

ART

1. Draw or paint scenes of important events which took place during the Civil Rights era such as:
    - a) Rosa Park's arrest
    - b) the Montgomery Boycott
    - c) Bombing of the church in Birmingham
    - d) March on Washington (1963)
    - e) President Johnson signing the Voting Rights Bill (1964)
    - f) Rebellion in the cities during the 60's

2. Make puppets of Dr. King and his wife Coretta. Role play conversations they may have shared about events affecting their lives such as:
    - a) the bombing of their home
    - b) the disciplining of their children
    - c) her decision to forgo her music career to support her husband's effort
    - d) their decision to leave Boston and return to live and work in the South
    - e) their trip to Norway to receive his Nobel Peace Prize

3. Using pliable clay as a medium, mold or shape a bust of Martin Luther King

4. Draw a portrait of Martin Luther King as you visualize him

5. Collect old newspapers, magazines, photographic collections of the civil rights era. Make a collage of important events and people of the period

6. Prepare a series of posters which might have been used by the supporters of Dr. King to publicize a forthcoming event such as:
    - a) a voter registration drive
    - b) a public meeting to gain support for a civil rights march
    - c) a sit-in
    - d) a rally protesting apartheid in South Africa or sanctions against the South African government

7. Using a quote by King, design a greeting card which may be sent to commemorate the National Holiday

LESSON: THE NEED FOR HEROES AND HEROINES

Objectives:

1. Student will determine the characteristics of heroes/heroines by listing selected qualities or attitudes.
2. Students will analyze past and present heroes and heroines and their impact on American history and human rights.
3. After reading excerpts from Crisis, "The Need for Heroes", written in 1941, by Langston Hughes, students will discuss Hughes' point of view.
4. Students will discuss and clarify their own point of view concerning the need for heroes in the 1980's.

Content: See Sheet "The Need For Heroes".

Developmental Activities:

1. Write the following names on the board and ask students to list some outstanding characteristics and achievements of each person. If any individuals are unknown, assign or allow students to volunteer to research and report findings to class.
   - a) Jesse Jackson
   - b) Constance Clayton
   - c) Martin L. King, Jr.
   - d) Mary McCloud Bethune
   - e) Harriet Tubman
   - f) Mansa Musa
   - g) Hannibal
   - h) Cleopatra
   - i) Crispus Attucks
   - j) Sojourner Truth
   - k) Desmund Tutu
   - l) Frederick Douglass
   - m) Toussaint L'Ouverture
2. Explain that these people are noted for or are admired for a major achievement and are considered role models or heroes (heroines).
3. Read or duplicate the sheet "The Need For Heroes."
4. Define: frustration, Jim Crow, misconception, Reconstruction, memoirs.

Questions for Discussion:

1. Are our heroes ignored; as the author suggests? Why, why not? Explain.
2. Why is it necessary for us to search for books about African and African American history?
3. Summarize the section "Heroes Unafraid". Do you agree or disagree? Why?

Evaluation

1. After discussing the personalities listed on the board, have the students make a list of characteristics or qualities of heroes (heroines).

   Examples:

   brave
   honorable
   exceptional
   determined
   highly respected (venerated)

2. Use these characteristics to develop a definition for the word hero/heroine.

Follow-up

1. With a clear definition of hero/heroine understood, develop an essay or an oration on one of the following topics:

   a) Martin L. King, Jr.: An International Hero of the 1980's

   b) Today's Youth Do/Do Not Need Heroes

   c) People Should Be Very Careful When Selecting Heroes

2. Research the life of Dr. Martin L. King, Jr.. Identify his characteristics which would classify him as an international hero.

THE NEED FOR HEROES

(Excerpts from an article written by Langston Hughes. It appeared in Crisis Magazine in 1941)

The written word is the only record we will have of this our present, or our past, to leave behind for future generations. It would be a shame if that written word in its creative form were to consist largely of defeat and death... If the best of our writers continue to pour their talent into the tragedies of frustration and weakness, tomorrow will probably say, on the basis of available literary evidence, "No wonder the Negroes never amounted to anything. There were no heroes among them. Defeat and panic, moaning, groaning, and weeping were their lot. Did nobody triumph? Did nobody fight?...

HEROES IGNORED

In our books and plays, our songs and radio programs, Negroes have a need for heroes, now, this moment, this year...

Where is the novel or biographical study of Frederick Douglass who defied death to escape from slavery, defied mob-wrath to resist Jim Crow, defied narrowness and convention to side with woman suffrage in a day when women were considered fit only for housewives...? In other words, a MAN, strong and unafraid, who did not die a suicide, or a mob-victim, or a subject for execution, or a defeated humble beaten-down human being. Douglass lived greatly, triumphed over his times, and left a flaming pattern for the youth of all ages and all countries...

We have a need for Heroes. We have a need for books and plays that will encourage and inspire our youth, set for them examples and patterns of conduct, move and stir them to be forthright, strong, clear-thinking, and unafraid.

ABUNDANT HERO MATERIAL

Do not say there are no living Negro heroes. Do not say there have never been any in the past. Those statements would be lies, enormously untrue. A few of our colored writers have tried to overcome such lies, misconceptions, or lack of knowledge: Arna Bontemps, Arthur Fauset, Carter Woodson, Elizabeth Ross Haynes, J.A. Rogers.

African history, slave history, reconstruction days are crowded with the figures of heroic men and women. Search out the old slave records and read them, the autobiographies in the Schomburg Collection or the Library of Congress with their yellowed pages, the stories told by slaves and ex-slaves themselves. Read the records of reconstruction, the memoirs of our Negro congressmen of that time, and the later books by DuBois and others on the period. Then come up to today---but don't look for today in books because our few writers haven't gotten around to putting it down yet--but look in the back files of the Negro press ... Look around for the living heroes who are your neighbors--but who may not look or talk like heroes when they are sitting quietly in a chair in front of you. You may search out your own heroes and since you have them in your own cities and towns...

HEROES UNAFRAID

We need in literature the kind of black men and women all of us know exist in life: who are not afraid to claim our rights as human beings and as Americans... We need in our books those who remember the past when one word of freedom was enough to bring the lash to our backs--yet that-word was spoken...

We know we are not weak, ignorant, frustrated, or cowed. We know the race has its heroes whether anybody puts them into books or not. We know we are heroes ourselves and can make a better world. Someday there will be many books and plays and songs that say that. Today there are strangely few.

LESSON: FORMS OF PROTEST
(Source: American History - Grade Eight Lessons and Activities)

Objectives

1. Students will recognize several forms of protest.
2. Students will identify and label several kinds of protests, such as marches, fasts, boycotts, sit-ins, demonstrations.

Teaching Strategy

A vocabulary list of the following words should be placed on the board. Students are to give their definitions for the words prior to the reading.

Vocabulary

march: to walk, to demonstrate by walking as a group
fast: to stop eating all foods
boycott: to stop using or buying as a means of protest
sit-in: to sit in or near an area as a means of protest
demonstrations: to make a public display of opinion

The teacher is to read aloud or have students read the following case studies:

Case 1: Mohandas K. Gandhi: Mohandas Gandhi was a great leader of the people of India. When India was an English colony, England's rule was strong and India's people were not united. But Gandhi united them and helped them win their freedom. He did it by protesting against the English in many ways: by organizing long marches; by fasts--that is, by refusing to eat day after day; and by nonviolent refusal to obey English laws. Over the years, Gandhi won the support of millions of people. Finally, India became independent in 1947.

Case 2: Rosa Parks: In Montgomery, Alabama, there was a law that blacks had to sit in the back of the bus. In 1955, Mrs. Rosa Parks refused to give up her seat in a bus to a white man. She was arrested. Dr. Martin Luther King, Jr., organized a peaceful boycott of the local bus company. Blacks walked to work and to shop; and they joined car pools. After thirteen months of losing money, the bus company gave in, and the buses were desegregated.

Case 3: Dr. Martin Luther King, Jr.: Birmingham, Alabama, was no ordinary city in 1963. It was one of the most segregated cities in the United States, and nearly half its citizens were black. It was not an easy place in which to protest in a nonviolent way.

King's plan was to use the power of money to destroy segregation in Birmingham. Just before Easter, blacks were to boycott the stores in the city. These stores would then lose much of their pre-Easter sales. King wanted blacks to be hired in these stores. He wanted all customers to have the right to eat at the lunch counters. When these things happened, the boycott would end.

To get his point across, King organized many demonstrations. These were planned to draw attention to black demands. There were marches, sit-ins and violations of segregation laws.

Day after day, hundreds took part in special meetings and prayer meetings. King didn't get a permit for a march. He knew he would be arrested. He also knew that the blacks in Birmingham would capture the attention of the nation. Finally, on May 7, white leaders made an agreement with black demonstration leaders to desegregate public facilities.

Questions for Discussion:

1. What kinds of protest were used in cases 1, 2, and 3?
2. Compare the different styles of protest in cases 1, 2, and 3.
3. Are these same kinds of protest used today? Explain.
4. List and describe some forms of protest that you have observed:
    a. boycotts
    b. petitions
    c. picketing
    d. sit-ins
    e. slow-downs
    f. strikes
    g. walk-outs
5. How would you determine the effectiveness of the kinds of protest listed in question 4?

LESSON: THE MONTGOMERY BOYCOTT
(Source: American History - Grade Eight, Lessons and Activities)

Objectives

Students will learn how the Montgomery boycott was used to challenge segregated public bus facilities.

Students will read and discuss some of the ideas contained in Dr. Martin Luther King's "Letter from a Birmingham Jail."

Background

On December 1, 1955, Mrs. Rosa Parks, a black seamstress, refused to give up her seat on a crowded bus to a white man in the city of Montgomery, Alabama. She was arrested and convicted of violating the city segregation ordinance. The beginning of the Civil Rights Movement is often associated with this incident. A bus boycott by blacks followed. In November, 1956, the Supreme Court ruled that bus segregation violated the U.S. Constitution.

Teaching Strategy

1. Discuss the following questions:
   a. How was segregation in the South enforced?
   b. How did the segregation laws affect relationships between black and white people on a day-to-day basis?

2. Have members of the class role-play a meeting between city officials and civil rights leaders in Montgomery during the boycott. Several students can play the roles of key people such as the mayor of the city, the police chief, Dr. Martin Luther King, bus company officials, several boycotters, others.

Follow-Up

1. Excerpts from Dr. King's "Letter from a Birmingham Jail" appear on page Discuss Dr. King's philosophy and ideas.

2. Why did Dr. King and his aides select Birmingham as the site for their non-violent protest against segregation?

3. Why was Dr. King arrested?

4. What did the Birmingham demonstrations accomplish?

5. Compare the tactics of civil disobedience used by Mohandas Gandhi with those used by Dr. Martin Luther King.

Letter from Birmingham Jail

(Written in Birmingham, Alabama,
on April 16, 1963)

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk . . . I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. . . . Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. . . .

Moreover, I am cognizant[1] of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. . . . Whatever affects one directly, affects all indirectly. . . . You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations . . . . It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action. We have gone through all these steps in Birmingham . . . .

You may well ask, "Why direct action? Why sit-ins, marches, and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. . . . My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word "tension." I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth.

The purpose of our direct-action program is to create a situation so crisis-packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue . . . .

My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but . . . groups tend to be more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed . . . .

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws . . . .

---

[1] aware

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AN INTERDISCIPLINARY LESSON

TOPIC: THE EMERGENCE OF MARTIN LUTHER KING AS A LEADER OF MEN

I. OBJECTIVES

1. Students will be able to identify the qualities which projected Dr. King into national prominence.
2. Students will be able to assess the impact of Martin Luther King upon the Civil Rights Movement of the 50's and 60's.

II. BACKGROUND

The court cases won by the NAACP from 1915 to 1955 crumbled the legal foundations of segregation and paved the way for the Civil Rights Revolution of the mid-1950's.

When the Supreme Court issued its landmark decision in 1954, Congress and the President were faced with the problem of implementation. Impatient with the slow progress towards full citizenship and equality, Black Americans and civil rights advocates began to take their struggle from the courts into the streets.

The Civil Rights Movement began in the birthplace of the Confederacy, Montgomery, Alabama. In December, 1955, Mrs. Rosa Parks was arrested in that city when she refused to surrender her bus seat to a white man. The incident provoked Black people in that city to begin a boycott of the buses. This boycott ushered in an era of direct action campaigns by Black Americans to achieve rights so long withheld for them. The year-long boycott displayed unity among Blacks and resulted, with the aid of federal court rulings, in ending segregation of buses in Montgomery.

The boycott was led by Martin Luther King, a young pastor in the city. King had been born in Atlanta where his father was a Baptist minister. After attending Morehouse College in that city, he had studied for the ministry in the North and had obtained his Ph.D. from Boston University. It was King who held the black people together with his dynamic leadership, his inspiring words and the stirring songs which he encouraged throughout the campaign. Up until the time of his death in 1968, he constantly reminded his country of the true meaning of its creed.

III. STRATEGY

1. The class is asked to help the teacher list the qualities they feel that leadership demands. The class will list at least seven or eight characteristics of a leader, which may include

   courage
   foresight
   integrity
   intelligence
   ability to plan and execute, etc.

   Students are urged to give examples of these qualities as seen in real life situations. The meaning of new and unfamiliar words should be made clear.

2. The teacher will discuss the incident in Montgomery, Alabama, in December, 1955, which provoked black people to begin a boycott of the city buses, which ushered in the civil rights movement.

IV. DEVELOPMENT

1. Pose the following questions for discussion:
    - a. Why did the black people look to Dr. King for leadership?
    - b. What were some of the problems or concerns that Dr. King had to deal with as a civil rights leader? How did he react to them?
    - c. What were some of the alternatives to Dr. King's non-violent philosophy?
    - d. On the basis of what Dr. King attempted, and what he was able to achieve during his lifetime, how would you assess his leadership?

V. ACTIVITIES

1. Have students read a biographical sketch of the life and times of Frederick Douglass, Booker T. Washington, Roy Wilkins, Malcolm X, and Richard Allen. Have them compare the different problems they faced in each era, the strategies they used to overcome them, and the success or failure of their efforts.

2. Dramatize the historic speech, "I Have A Dream" Speech made by Dr. King in Washington, August 28, 1963.

3. Encourage students to create poetry or develop a composition about Dr. King.

AMERICA'S CLASSROOM NEWSPAPER

SCHOLASTIC NEWS

EDITION 4 EXPLORER

NATIONAL HOLIDAY HONORS KING

Dr. King told the nation of his dream for freedom.

By Melissa Kim

ATLANTA, GA — On January 20, many schools across the country will be closed. That day, people from all over the world will arrive here to march. Parades, television specials, and more will mark the first celebration of a new holiday.

The day has been declared a holiday to honor a great American, Dr. Martin Luther King, Jr. He was born on January 15, 1929. The third Monday of January, the one closest to his birthday, will be a national holiday every year.

Dr. King, who was killed in 1968, was a civil rights leader. He started America down the path towards freedom and equality. In the South, and in other parts of the U.S., people were treated unequally because of the color of their skin. Black people were forced to go to separate schools, sit in different parts of buses, and go to different restaurants. In many places, they were kept from voting.

(Continued on p. 2)

[illegible] computer can only remember about 100 words!?

I N D E X

Front-Page News ________ 1,2
Safety Supplement ______ 3-6
Play, Part Two __________ 7
News Review ___________ 8

COMING NEXT ISSUE:
NATURAL DISASTERS MAP

FRONT-PAGE NEWS

NATION HONORS KING'S WORK

(Continued from p. 1)

Dr. King helped black people organize to protest this unfair treatment. He believed in protesting in nonviolent ways. He led many peaceful marches, where thousands of people of all races gathered to support the rights of black people.

[illegible] 1983 [illegible] House in August, by Senate in October. On November 2, President Reagan signs the bill making King Day a holiday, to start in 1986.

Living the Dream

Today, Dr. King's wife, Coretta Scott King, continues her husband's work to further the rights of black Americans. She will help lead the January 20 march in Atlanta. She says, "I want Martin's birthday to be a celebration of freedom, to unite all our citizens. Americans will re-dedicate themselves to the ideas by which Martin lived."

Coretta Scott King

Dr. King's son Dexter says it a different way: *"He had a dream, now it's up to you, to see it through, to make it come true."* These are words to the newly-released single "King Holiday." Dexter, one of the four King children, brought together young musicians including the rap group New Edition to record the single. They also plan to make a video and a full-length album.

Dexter King says, "To honor my father, I wanted to do something that would be inspirational as well as educational." He thinks rap music is the best way to let teenagers hear his father's message.

Continuing His Work

Coretta King hopes the holiday will remind people that the work her husband started is far from over. One third of all black Americans are considered poor. Many feel that it is still difficult for blacks to get equal housing, health care, and jobs. On January 20, we should all think about how we can help make Dr. King's dream come true.

NEWS WORDS

dedicate:	devote or commit oneself to a goal or cause
inspirational:	something that moves one's heart or mind
luggage:	suitcases or travel bags
rap:	a type of music with a steady beat and words that are spoken instead of sung

SCHOLASTIC NEWS Explorer Edition 4 [illegible]

CHECK IT OUT

Underline the best ending for each sentence.

1. The woman in this photo (a) organized a march to celebrate her husband's birthday; (b) wrote a rap song to spread her father's message; (c) designed a new talking computer.

2. On January 20, Americans will celebrate a new national holiday in honor of (a) a great civil rights leader; (b) Coretta Scott King; (c) schools across the country.

3. Dr. Martin Luther King, Jr., believed that black people should protest unfair treatment by using (a) violent means; (b) peaceful means; (c) television ads.

4. The January 20 march in Atlanta will celebrate (a) Dr. King's dream of freedom; (b) a winter sports festival; (c) Georgia's history.

5. Scientists are trying to design computers that (a) understand human voices; (b) frighten people; (c) read comic books.

6. Eating healthful foods means eating (a) foods that you don't like; (b) foods such as cookies and potato chips; (c) balanced meals.

7. One easy way to stay fit is (a) playing catch with your friends; (b) watching TV 10 hours a week; (c) playing chess.

8. In this week's play, the word **nonpareil** is closest in meaning to (a) poor; (b) having no equal; (c) adopted.

WRITER'S CORNER

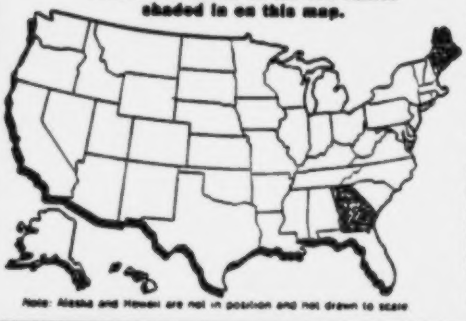
Martin Luther King, Jr., had a dream. He believed that one day everyone would be treated equally. He worked hard to make the world a better place for all people. Do you have a dream for the world? How would you make it a better place? In two paragraphs, describe your dream and how you can make it come true.

BRAIN TEASER

Here's a riddle for you! I happen once in every minute, twice in every moment, but not once in a hundred thousand years. What am I?

Guess the States

Guess the names of the two states shaded in on this map.



Note: Alaska and Hawaii are not in position and not drawn to scale

1 **STATE FLOWER:** Cherokee rose
OTHER FACTS: Peanut butter lovers, this is the state for you! More peanuts are grown here than in any other state. Because of that, this state is also known as the "Goober State." "Goobers" are another name for those tasty nuts.

STATE'S NAME: ____________________

2 **STATE FLOWER:** White pine cone and tassel
OTHER FACTS: This state, New England's largest, is known for its shore on the Atlantic Ocean. Lighthouses, sandy beaches, and quiet fishing villages make this beautiful shore a photographer's delight!

STATE'S NAME: ____________________

Last week's states:
1-Indiana; 2-Hawaii

TEST YOUR KNOWLEDGE OF KING

How much do you know about the Reverend Dr. Martin Luther King, Jr., the courageous leader of the "peaceful revolution" aimed at achieving equality and first-class citizenship for every Black American? Here is a short trivia tribute to Dr. King that will help you find out.

1. Martin Luther King was born in:

   a. 1915
   b. 1922
   c. 1929
   d. 1932

2. Dr. King was:

   a. Oldest of three children
   b. Middle child of three children
   c. Youngest of three children
   d. An only child

3. He was born and grew up in the city of:

   a. Atlanta, GA
   b. Augusta, GA
   c. Montgomery, AL
   d. Stockbridge, GA

4. Who was the favorite hero of Martin Luther King when he was a boy?

   a. Frederick Douglass
   b. Harriet Tubman
   c. Nat Turner
   d. Booker T. Washington

5. At the age of 19, Martin Luther King graduated from:

   a. Augusta College in Augusta, GA
   b. Baptist Bible College in Pennsylvania
   c. Morehouse College in Atlanta, GA
   d. University of Georgia in Athens, GA

6. After finishing college, he entered and later graduated from Crozer Theological Seminary which was located in:

   a. Augusta, GA
   b. Chester, PA
   c. Lancaster, PA
   d. Stockbridge, GA

7. He completed his education by earning a Doctor of Philosophy degree in 1955 from:

   a. Boston University
   b. Harvard University
   c. Temple University
   d. University of Georgia

8. While in Boston, Dr. King met the woman he was to marry in 1953, who was also a student. What was her name and what was she studying?

   ____

   ____

9. Dr. King accepted his first pastorate post at the Dexter Avenue Baptist Church in:

   a. Atlanta, GA
   b. Augusta, GA
   c. Boston, MA
   d. Montgomery, AL

10. The technique of civil disobedience which Dr. King practiced so brilliantly was inspired by which American philosopher?

    ____

11. Dr. King's philosophy of social change through "peaceful protest" and "non-violent resistance" was adapted from the teachings of which famous world leader?

    ____

12. One of the first major protests against racial segregation was led by Dr. King in Montgomery, AL on December 5, 1955. What kind of protest was it?

    ____

    ____

    ____

13. Dr. King's first book told the story of the Montgomery crusade. What was the title?

    ____

440

14. In 1960, white and black "freedom riders" rode together on buses throughout the South to protest segregation laws. Which song, based on an old gospel hymn, became the rallying theme of the freedom-fighters inspired by Dr. King?

____

15. In 1963, Dr. King was arrested and jailed for organizing and leading peaceful protest marches in the most segregated big city in America. While in jail he wrote a 9,000-word essay on the injustice of segregation. What was its title?

____

16. On August 28, 1963, Dr. King was the main speaker at an historic event which dramatized mass support for a civil rights law to ensure equality. What was the event?

____

17. What was the title of the famous speech he delivered at that event?

____

18. In 1963, a national publication bestowed a special honor on Dr. King. Name the publication and the award.

____

____

19. Dr. King was influential in getting two important pieces of legislation passed by Congress -- one in 1964, the other in 1965. Name them.

____

____

20. The remarkable spirit and illustrious achievements of Dr. King were given full recognition in 1964 when he was presented with a highly prestigious award as "the first person in the Western world to have shown us that a struggle can be waged without violence." What was the award?

____

TEST YOUR KNOWLEDGE OF KING

Answers

1. C -- 1929

2. B -- Middle Child

3. A -- Atlanta

4. a -- Frederick Douglass

5. c -- Morehouse College

6. b -- Chester

7. a -- Boston University

8. Coretta Scott was studying voice at the New England Conservatory of Music.

9. d -- Montgomery

10. Henry David Thoreau

11. mahatma Gandhi

12. A mass bus boycott to protest Alabama's bus segregation laws. Less than a year later the Supreme Court declared those laws unconstitutional.

13. "Stride Toward Freedom"

14. "We Shall Overcome"

15. "Letter From a Birmingham Jail"

16. The Civil Rights March on Washington

17. "I Have a Dream"

18. Time Magazine voted Dr. King "Man of the Year"

19. 1964 -- Civil Rights Act; 1965 -- Voting Rights Act

20. The Nobel Peace Prize -- Dr. King, at 35, was the youngest person ever to receive the award.

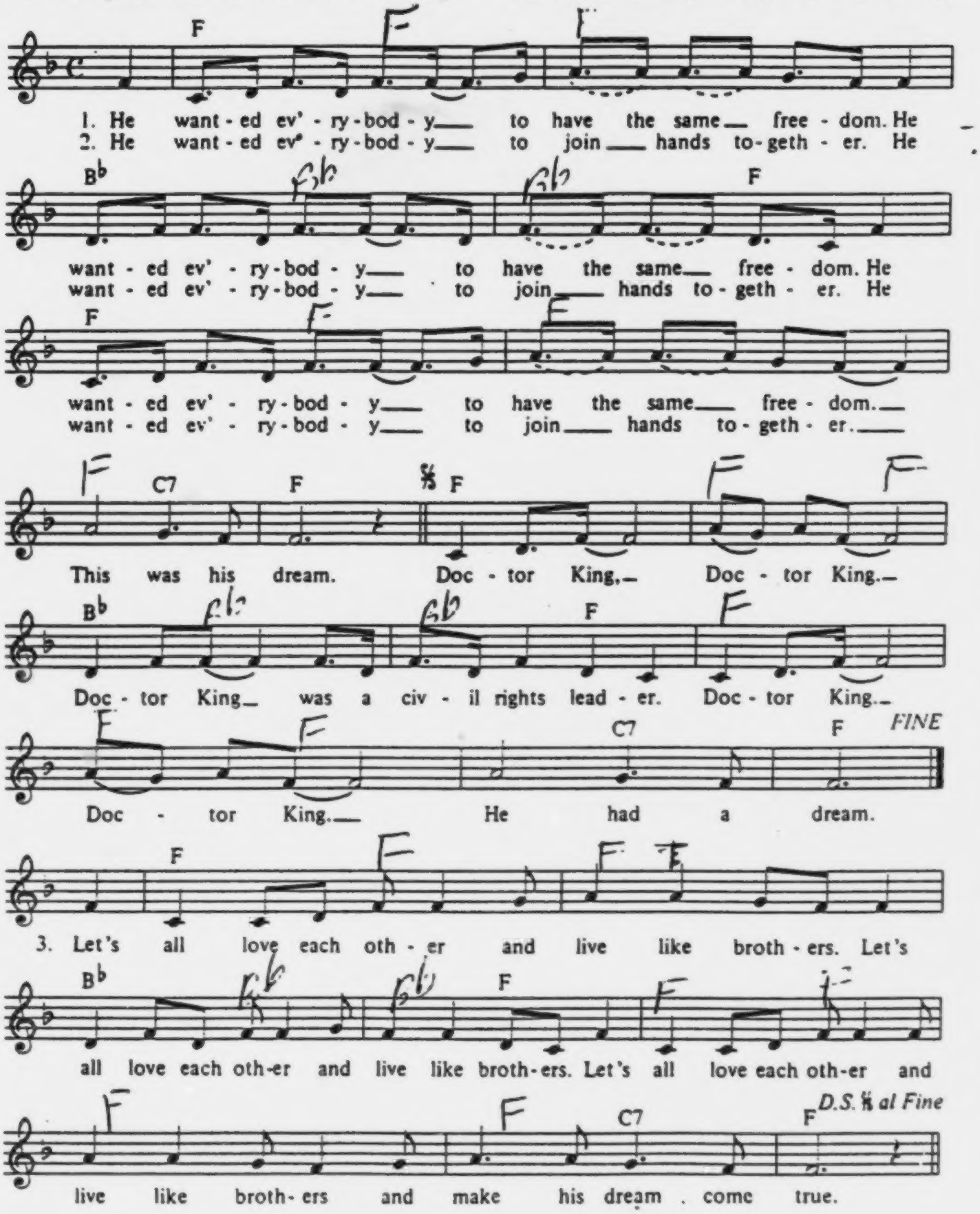
Tom Frangicetto
Special to the Daily News
Philadelphia Daily News
January 1984

He had a dream

Ruth Manier

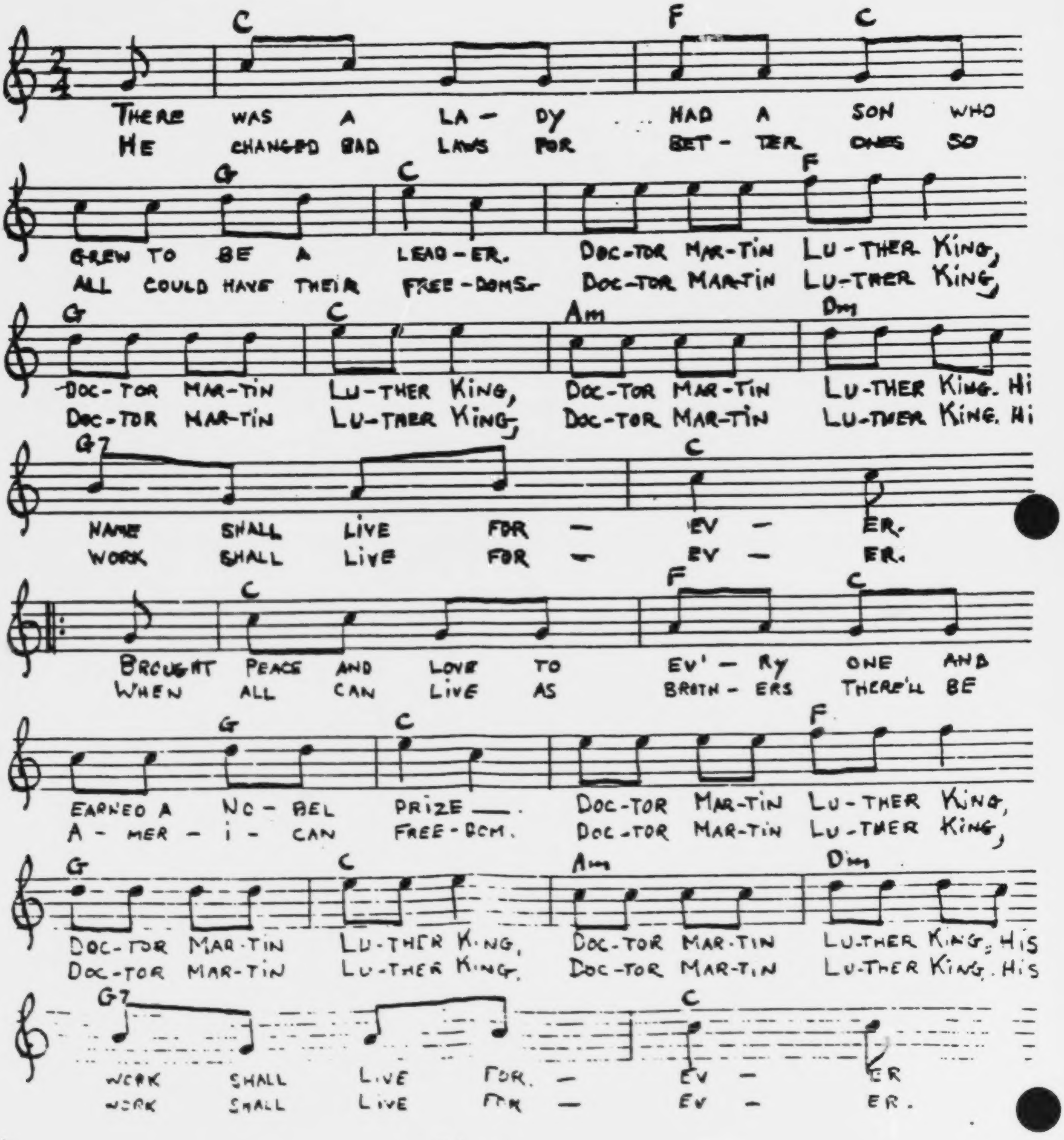
Celebrate the work of Martin Luther King, Jr., in song with this melody for middle- and upper-grade students. The lyrics refer to King's famous "I Have a Dream" speech that was delivered in Washington, DC, in August 1963. Give the song more meaning by having pupils read the speech and discuss King's dream for the future.

Ruth Manier is a library-media specialist in Detroit, Michigan.


F
1. He want - ed ev' - ry - bod - y___ to have the same___ free - dom. He
2. He want - ed ev' - ry - bod - y___ to join___ hands to - geth - er. He
B♭ F
want - ed ev' - ry - bod - y___ to have the same___ free - dom. He
want - ed ev' - ry - bod - y___ to join___ hands to - geth - er. He
F
want - ed ev' - ry - bod - y___ to have the same___ free - dom.___
want - ed ev' - ry - bod - y___ to join___ hands to - geth - er.___
C7 F F
This was his dream. Doc - tor King,___ Doc - tor King.___
B♭ F
Doc - tor King___ was a civ - il rights lead - er. Doc - tor King.___
C7 F FINE
Doc - tor King.___ He had a dream.
F
3. Let's all love each oth - er and live like broth - ers. Let's
B♭ F
all love each oth-er and live like broth-ers. Let's all love each oth-er and
C7 F D.S. 𝄋 al Fine
live like broth- ers and make his dream come true.

RUTH MANIER

DR. MARTIN LUTHER KING


C F C
THERE WAS A LA - DY HAD A SON WHO
HE CHANGED BAD LAWS FOR BET - TER ONES SO
G C F
GREW TO BE A LEAD - ER. DOC-TOR MAR-TIN LU-THER KING,
ALL COULD HAVE THEIR FREE - DOMS. DOC-TOR MAR-TIN LU-THER KING,
G C Am Dm
DOC-TOR MAR-TIN LU-THER KING, DOC-TOR MAR-TIN LU-THER KING. HI
DOC-TOR MAR-TIN LU-THER KING, DOC-TOR MAR-TIN LU-THER KING. HI
G7 C
NAME SHALL LIVE FOR - EV - ER.
WORK SHALL LIVE FOR - EV - ER.
C F C
BROUGHT PEACE AND LOVE TO EV' - RY ONE AND
WHEN ALL CAN LIVE AS BROTH - ERS THERE'LL BE
G C F
EARNED A NO - BEL PRIZE___. DOC-TOR MAR-TIN LU-THER KING,
A - MER - I - CAN FREE-DOM. DOC-TOR MAR-TIN LU-THER KING,
G C Am Dm
DOC-TOR MAR-TIN LU-THER KING, DOC-TOR MAR-TIN LU-THER KING. HIS
DOC-TOR MAR-TIN LU-THER KING, DOC-TOR MAR-TIN LU-THER KING. HIS
G7 C
WORK SHALL LIVE FOR. - EV - ER
WORK SHALL LIVE FOR - EV - ER.

OH, SING OF MARTIN

Tune: Kum Ba Yah ______ African (Angola)

1. Sing of Martin, everybody all over, this land.
2. Live in peace, everybody, all over, all over this land.
3. Join hands together, everybody, all over, all over this land.
4. Show some love, everybody, all over, all over this land.
5. Care and share, everybody, all over, all over this land.
6. Let freedom ring, everybody, all over, all over this land.
7. Sing of Martin, sing about him, all over, all over this land.

EXAMPLE

Sing of Martin, everybody, Sing of Martin
Sing of Martin, everybody, Sing of Martin
Sing of Martin, everybody, Sing of Martin
All over, all over this land.

Ruth Manier
Copyright January 1985

HAPPY BIRTHDAY

Tune: To God Be the Glory

To Dr. King, Happy Birthday
To Dr. King Happy Birthday
To Dr. King Happy Birthday
For the things you have done

We love and adore you (three times)
For the things you have done

We will never forget you (three times)
For the things you have done.

Ruth Manier
Copyright December 1986

SING OUT ABOUT MARTIN

Tune: The Hammer Song

All over this land (four times)

Sing out for freedom, Sing out for justice

Sing out for love between your sister and your brother all--
over this land.

This is Martin's birthday and I will sing about him (two times)

I will sing out loud, and I will sing out clear

I'll sing about the love for his brother and his sister all--
over this land.

Ruth Manier
Copyright December 1986

Martin Luther King, Jr.

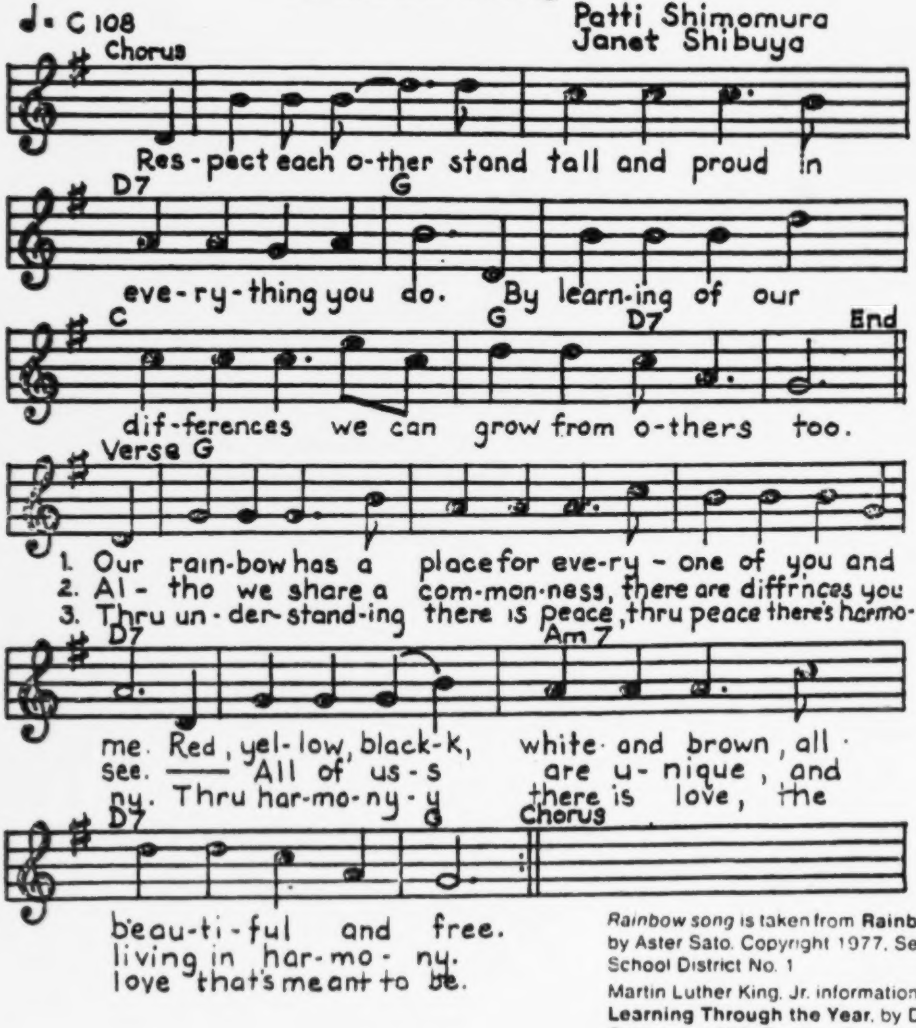
Martin Luther King, Jr., an American clergyman and Civil Rights leader, was born in Atlanta, Georgia, January 15, 1929. He was killed by an assassin's bullet in Memphis, Tennessee, April 4, 1968.

Dr. King was the youngest American ever to receive the Nobel Peace Prize. He won it for his effort as a non-violent Crusader for Civil Rights. He wanted to bring a peaceful change to America so that all people would be treated equally regardless of color or creed. He tried to do this by making everyone conscious of the many ways in which we express our racism.

In spite of his belief and his preachings of non-violence, he was the target of violence many times. Yet, he continued to say, "Let no man drag you so low as to hate."

The greatest speech he ever made was during a freedom march on Washington, when he said, "I have a dream of the time when the evils of prejudice and segregation will vanish."

Rainbow Song

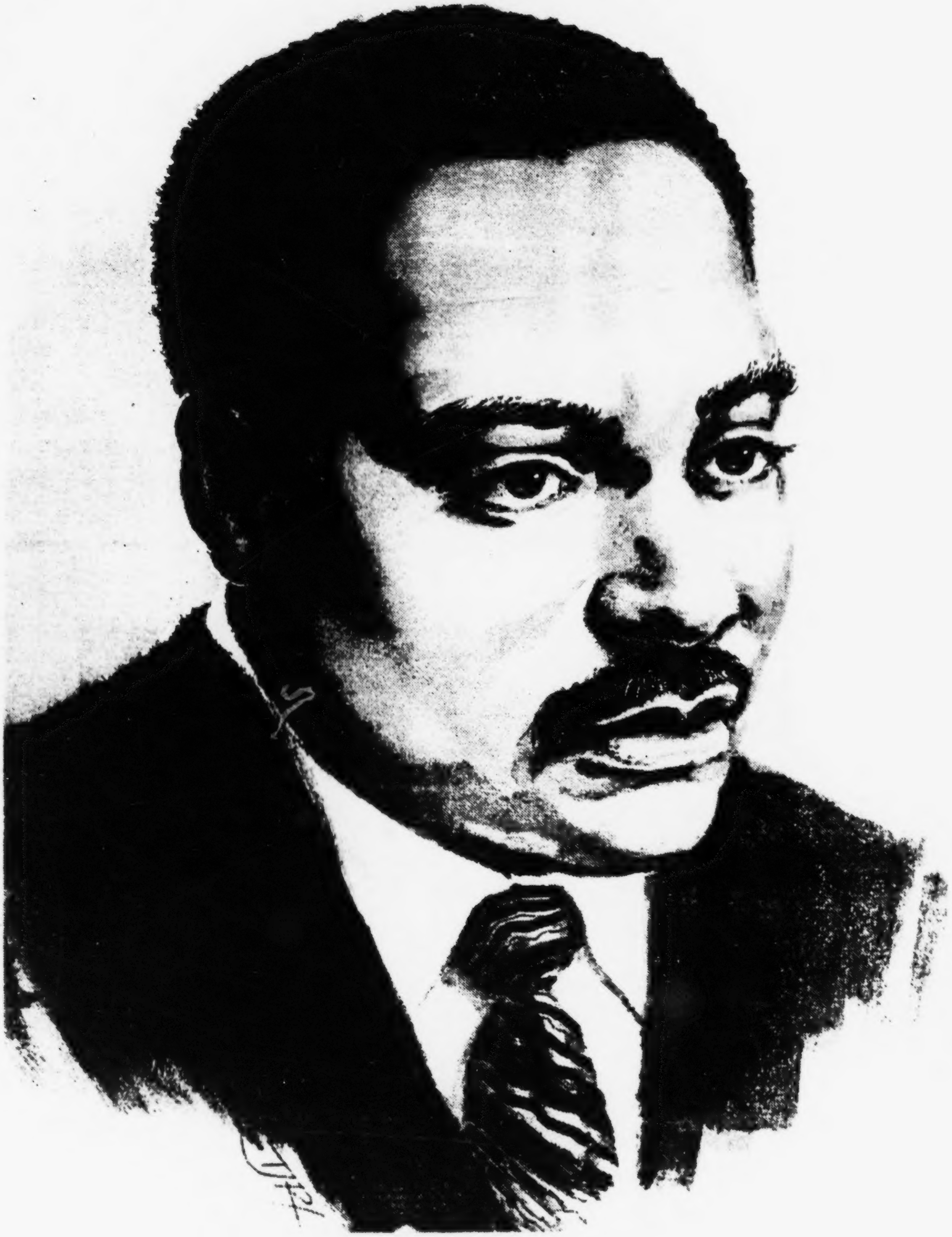


♩= C 108
Patti Shimomura
Janet Shibuya
Chorus
Res-pect each o-ther stand tall and proud in
D7 G
eve-ry-thing you do. By learn-ing of our
C G D7 End
dif-ferences we can grow from o-thers too.
Verse G
1. Our rain-bow has a place for eve-ry - one of you and
2. Al - tho we share a com-mon-ness, there are diffrnces you
3. Thru un-der-stand-ing there is peace, thru peace there's harmo-
D7 Am 7
me. Red, yel-low, black-k, white and brown, all
see. —— All of us-s are u-nique, and
ny. Thru har-mo-ny-y there is love, the
D7 G Chorus
beau-ti-ful and free.
living in har-mo-ny.
love that's meant to be.

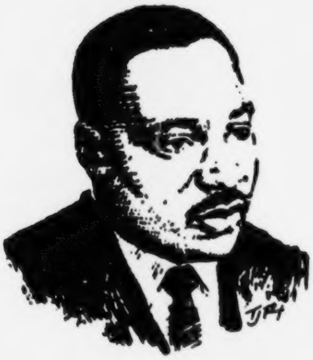
Rainbow song is taken from **Rainbow Activities**, by Aster Sato. Copyright 1977, Seattle Public School District No. 1

Martin Luther King, Jr. information is taken from **Learning Through the Year**, by Doris Edmund. Copyright 1977, Creative Teaching Press, Inc.

Name ______________________



I HAVE A DREAM



I have a dream
That one day
This nation will rise up
And live out the true meaning of its creed:
"We hold these truths to be self-evident,
That all men are created equal."

I have a dream
That one day
On the red hills of Georgia
The sons of former slaves
And the sons of former slave-owners
Will be able to sit down together
At the table of human brotherhood.

I have a dream
That one day
Even the State of Mississippi,
A state sweltering with the heat of oppression,
Will be transformed
Into an oasis of freedom and justice.

I have a dream
That my four little children
Will one day live in a nation
Where they will not be judged
By the color of their skin
But by the content of their character.

I have a dream
That one day
Every valley shall be exalted,
Every hill and mountain shall be made low,
The rough places will be made plain,
And the crooked places will be straight,
And the glory of the Lord shall be revealed
And all the flesh shall see it together.

This is our hope.

– MARTIN LUTHER KING, JR.
Born: January 15, 1929

The American Dream

from a commencement address delivered by Dr. Martin Luther King, Jr.
at Lincoln University, June 6, 1961

...I should like to discuss with you some aspects of the American dream. For in a real sense, America is essentially a dream, a dream as yet unfulfilled. It is a dream of a land where men of all races, of all nationalities, and of all creeds can live together as brothers. The substance of the dream is expressed in these sublime words, words lifted to cosmic proportions: "We hold these truths to be self-evident — that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." This is the dream.

One of the first things we notice in this dream is an amazing universalism. It does not say some men, but it says all men. It does not say all white men, but it says all men which includes black men. It does not say all gentiles, but it says all men which includes Jews. It does not say all Protestants, but it says all men which includes Catholics.

And there is another thing we see in this dream that ultimately distinguishes deomcracy and our form of government from all of the totalitarian regimes that emerge in history. It says that each individual has certain basic rights that are neither conferred by nor derived from the state. To discover where they came from it is necessary to move back behind the dim mist of eternity, for they are God-given. Very seldom if ever in the history of the world has a socio-policital document expressed in such profoundly eloquent and unequivocal language the dignity and the worth of human personality. The American dream reminds us that every man is heir to the legacy of worthiness.

Ever since the founding fathers of our nation dreamed this noble dream, America has been something of a schizophrenic personality, tragically divided against herself. On the one hand we have proudly professed the principles of democracy, and on the other hand we have sadly practiced the very antithesis of those principles. Indeed slavery and segregation have been strange paradoxes in a nation founded on the principle that all men are created equal. This is what the Swedish sociologist, Gunnar Myrdal, referred to as the American dilemma.

But the shape of the world today does not permit us the luxury of an anemic democracy. The price America must pay for the continued exploitation of the Negro and other minority groups is the price of its own destruction. The hour is late; the clock of destiny is ticking out. It is trite but urgently true, that if America is to remain a first-class nation she can no longer have second-class citizens. Now, more than ever before, America is challenged to bring her noble dream into reality, and those who are working to implement the American dream are the true saviors of democracy.

Now may I suggest some of the things we must do if we are to make the American dream a reality. First I think all of us must develop a world perspective if we are to survive...

Through our scientific genius we have made of this world a neighborhood; now through our moral and spiritual development we must make of it a brotherhood. In a real sense, we must all learn to live together as brothers, or we will all perish together as fools. We must come to see that no individual can live alone; no nation can live alone. We must all live together; we must all be concerned about each other...

All life is interrelated. We are caught in an inescapable network of mutuality; tied in a single garment of destiny. Whatever effects one directly, affects all indirectly. As long as there is poverty in this world, no man can be totally rich even if he has a billion dollars. As long as diseases are rampant and millions of people cannot expect to live more than twenty or thirty years, no man can be totally healthy, even if he just got a clean bill of health from the finest clinic in America. Strangely enough, I can never be what

IN HIS OWN WORDS

Following are examples of the philosophy of Dr. Martin Luther King, Jr. as expressed in his own words.

These include a major portion of a commencement address delivered at Lincoln University, June 6, 1961; the speech, "I Have A Dream," delivered at the Lincoln Memorial, August 28, 1963; an excerpt from his letter from a Birmingham jail; and the speech accepting the Nobel Peace Prize, December 10, 1964.

Ralph Bunche, the grandson of a slave preacher, and allowed it to shine in his life with all of its radiant beauty. There were stars in the athletic sky. Then came Joe Louis with his educated fists, Jesse Owens with his fleet and dashing feet, Jackie Robinson with his powerful bat and calm spirit. All of these people have come to remind us that we need not wait until the day of full emancipation. They have justified the conviction of the poet that:

> Fleecy locks and dark complexion
> Cannot forfeit nature's claim.
> Skin may differ but affection
> Dwells in black and white the same.
> Were I so tall as to reach the pole
> Or to grasp the ocean at a span,
> I must be measured by my soul,
> The mind is standard of the man.

Finally, if we are to implement the American dream, we must continue to engage in creative protest in order to break down all of those barriers that make it impossible for the dream to be realized. Now I know there are those people who will argue that we must wait on something. They fail to see the necessity for creative protest, but I say to you that I can see no way to break loose from an old order and to move into a new order without standing up and resisting the unjust dogma of the old order . . .

There is another myth, that bases itself on a species of educational determinism. It leads one to think that you can't solve this problem through legislation; you can't solve this problem through judicial decree; you can't solve this problem through executive orders on the part of the President of the United States. It must be solved by education. Now I agree that education plays a great role, and it must continue to play a great role in changing attitudes, in getting people ready for the new order. And we must also see the importance of legislation.

It is not a question either of education or of legislation. Both legislation and education are required. Now people will say, "You can't legislate morals." Well, that may be true. Even though morality may not be legislated, behavior can be regulated. And this is very important. We need religion and education to change attitudes and to change the hearts of men. We need legislation and federal action to control behavior. It may be true that the law can't make a man love me but it can keep him from lynching me, and I think that's pretty important also.

And so we must get rid of these illusions and move on with determination and with zeal to break down the unjust systems we find in our society, so that it will be possible to realize the American dream. As I have said so often, if we seek to break down discrimination, we must use the proper methods. I am convinced more than ever before that, as the powerful, creative way opens, men and women who are eager to break the barriers of oppression, and of segregation and discrimination need not fall down to the levels of violence. They need not sink into the quicksands of hatred. Standing on the high ground of non-injury, love, and soul force, they can turn this nation upside down and right side up.

I believe, more than ever before, in the power of nonviolent resistance. It has a moral aspect tied to it. It makes it possible for the individual to secure moral ends through moral means . . . In the long run of history, destructive means cannot bring about constructive ends.

The practical aspect of nonviolent resistance is that it exposes the moral defenses of the opponent. Not only that, it somehow arouses his conscience at the same time and it breaks down his morale. He has no answer for it. If he puts you in jail, that's all right; if he lets you out, that's all right too. If he beats you, you accept that; if he doesn't beat you — fine. And so you go on, leaving him with no answer. He has the state militia; he has police brutality. Nonviolent resistance is one of the most magnificient expressions going on today . . .

I ought to be until you are what you ought to be. You can never be what you ought to be until I am what I ought to be. This is the way the world is made. I didn't make it that way, but this is the interrelated structure of reality. John Donne caught it a few centuries ago and could cry out, "No man is an island entire of itself; every man is a piece of the continent, a part of the main . . . any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee." . . .

We must keep our moral and spiritual progress abreast with our scientific and technological advances. This poses another dilemma of modern man. We have allowed our civilization to outdistance our culture. Professor MacIver follows the German sociologist, Alfred Weber, in pointing out the distinction between culture and civilization. Civilization refers to what we use; culture refers to what we are. Civilization is that complex of devices, instrumentalities, mechanisms, and techniques by means of which we live. Culture is that realm of ends expressed in art, literature, religion, and morals for which at best we live.

The great problem confronting us today is that we have allowed the means by which we live to outdistance the ends for which we live. We have allowed our civilization to outrun our culture, and so we are in danger now of ending up with guided missiles in the hands of misguided men. This is what the poet Thoreau meant when he said, "Improved means to an unimproved end." If we are to survive today and realize the dream of our mission and the dream of the world, we must bridge the gulf and somehow keep the means by which we live abreast with the ends for which we live.

Another thing we must do is to get rid of the notion once and for all that there are superior and inferior races . . .

This means that members of minority groups must make it clear that they can use their resources even under adverse circumstances. We must make full and constructive use of the freedom we already possess. We must not use our oppression as an excuse for mediocrity and laziness. For history has proven that inner determination can often break through the outer shackles of circumstance. Take the Jews, for example, and the years they have been forced to walk through the long and desolate night of oppression. This did not keep them from rising up to plunge against cloud-filled nights of oppression, new and blazing stars of inspiration. Being a Jew did not keep Einstein from using his genius-packed mind to prove his theory of relativity.

And so, being a Negro does not have to keep any individual from rising up to make a contribution as so many Negroes have done within our own lifetime. Human nature cannot be catalogued, and we need not wait until the day of full emancipation. So from an old clay cabin in Virginia's hills, Booker T. Washington rose up to one of the nation's great leaders. He lit a torch in Alabama; then darkness fled.

From the red hills of Gordon county, Georgia, from an iron foundry at Chattanooga, Tennessee, from the arms of a mother who could neither read nor write, Roland Hayes rose up to be one of the nation's and the world's greatest singers. He carried his melodious voice to the mansion of the Queen Mother of Spain and the Palace of King George the Fifth. From the poverty-stricken areas of Philadelphia, Pennsylvania, Marian Anderson rose up to be the world's greatest contralto, so that Toscanini could say that a voice like this comes only once in a century. Sibelius of Finland could say, "My roof is too low for such a voice."

From humble, crippling circumstances, George Washington Carver rose up and carved for himself an imperishable niche in the annals of science. There was a star in the sky of female leadership. Then Mary McLeod Bethune to let it shine in her life. There was a star in the diplomatic sky. Then came

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the movement and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds.

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and they have come to realize that their freedom is inextricably bound to our freedom . . . We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one.

As I have said in so many instances, it is not enough to struggle for the new society. We must make sure that we make the psychological adjustment required to live in that new society. This is true of white people, and it is true of Negro people. Psychological adjustment will save white people from going into the new age with old vestiges of prejudice and attitudes of white supremacy. It will save the Negro from seeking to substitute one tyranny for another...

Black supremacy is as dangerous as white supremacy, and God is not interested merely in the freedom of black men and brown men and yellow men. God is interested in the freedom of the whole human race and in the creation of a society where all men can live together as brothers, where every man will respect the dignity and the worth of human personality.

By following this method, we may also be able to teach our world something that it so desperately needs at this hour. In a day when Sputniks and Explorers are dashing through outer space, and guided ballistic missiles are carving highways of death through the stratosphere, no nation can win a war. The choice is no longer between violence and nonviolence; it is either nonviolence or nonexistence... I call upon you not to be detached spectators, but involved participants, in this great drama that is taking place in our nation and around the world...

There are certain things within our social order to which I am proud to be maladjusted and to which I call upon all men of good will to be maladjusted.

If you will allow the preacher in me to come out now, let me say to you that I never did intend to adjust to the evils of segregation and discrimination. I never did intend to adjust myself to religious bigotry. I never did intend to adjust myself to economic conditions that will take necessities from the many and give luxuries to the few. I never did intend to adjust myself to the madness of militarism. and the self-defeating effects of physical violence. And I call upon all men of good will to be maladjusted because it may well be that the salvation of our world lies in the hands of the maladjusted.

So let us be maladjusted, as maladjusted as the prophet Amos who in the midst of the injustices of his day could cry out in words that echo across the centuries, "Let justice run down like waters and righteousness like a mighty stream." Let us be as maladjusted as Abraham Lincoln who had the vision to see that this nation could not exist half slave and half free. Let us be maladjusted as Jesus of Nazareth who could look into the eyes of the men and women of his generation and cry out, "Love your enemies. Bless them that curse you. Pray for them that despitefully use you."

I believe that it is through such maladjustment that we will be able to emerge from the bleak and desolate midnight of man's inhumanity to man into the bright and glittering daybreak of freedom and justice. That will be the day when all of God's children, black men and white men, Jews and Gentiles, Catholics and Protestants, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Thank God Almighty, we are free at last!"

I Have a Dream

Five score years ago a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

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We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, we are not satisfied, and we will not be satisfied until justice rolls down like the waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of excessive trials and tribulation. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith the unearned suffering is redemptive.

Go back to Mississippi; go back to Alabama; go back to South Carolina; go back to Georgia; go back to Louisiana; go back to the slums and ghettos of the Northern cities, knowing that somehow this situation can, and will, be changed. Let us not wallow in the valley of despair.

So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed — we hold these truths to be self evident, that all men are created equal.

I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood...

I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by content of their character. I have a dream today!

I have a dream that one day, down in Alabama, ... little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places shall be made plain, and the crooked places shall be made straight and the glory of the Lord will be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with.

With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with new meaning — "My country 'tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of the pilgrim's pride; from every mountain side, let freedom ring" — and if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that.

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring.

And when we allow freedom to ring, when we let it ring from every village and hamlet, from every state and city, we will be able to speed up that day when all of God's children — black men and white men, Jews and Gentiles, Catholics and Protestants — will be able to join hands and to sing in the words of the old Negro spiritual. "Free at last, free at last; thank God Almighty, we are free at last."

From the Birmingham Jail

I guess it is easy for those who have never felt the stinging darts of segregation to say wait. But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity, when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin to distort her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year old son asking in agonizing pathos: Daddy, why do white people treat colored people so mean?; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading 'white' men and 'colored'; when your first name becomes 'nigger' and your middle name becomes 'boy' (however old you are) and your last name becomes 'John,' and when your wife and mother are never given the respected title 'Mrs.'; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance never quite knowing what to expect next, and plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of 'nobodyness'; — then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners — all those to whom beauty is truth and truth beauty — and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold.

The tortuous road which has led from Montgomery, Alabama, to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new civil rights bill, and it will, I am convinced, be widened and lengthened into a superhighway of justice as Negro and white men in increasing number create alliances to overcome their common problems.

I accept this award today with an abiding faith in America, and an audacious faith in the future of mankind. I refuse to accept the idea that the "isness" of man's present nature makes him morally incapable of reaching up for the eternal "oughtness" that forever confronts him.

I refuse to accept the idea that man in mere flotsam and jetsam in the river of life which surrounds him. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of thermonuclear destruction. I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant.

I believe that even amid today's mortar bursts and whining bullets there is still hope for a brighter tomorrow. I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits. I believe that what self-centered men have torn down men other-centered can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive goodwill will proclaim the rule of the land. "And the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that we shall overcome.

This faith can give us courage to face the uncertainties of the future. It will give our tired feet new strength as we continue our forward stride toward the city of freedom. When our days become dreary with low-hovering clouds and our nights become darker than a thousand midnights, we will know that we are living in the creative turmoil of a genuine civilization struggling to be born.

Today I come to Oslo as a trustee, inspired and with renewed dedication to humanity. I accept this prize on behalf of all men who love peace and brotherhood.

Source: "I HAVE A DREAM..."
Dr. Martin Luther King, Jr.
Detroit Public Schools

The Acceptance Speech by Martin Luther King, Jr., of the Nobel Peace Prize on December 10, 1964

Your Majesty, your Royal Highness, Mr. President, excellencies, ladies and gentlemen:

I accept the Nobel prize for peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award in behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice.

I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs, and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered.

I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel prize.

After contemplation, I conclude that this award which I received on behalf of that movement is profound recognition that nonviolence is the answer to the crucial political and moral question of our time— the need for man to overcome oppression and violence without resorting to violence and oppression.

Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later, all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood.

If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such method is love.

From the depths of my heart I am aware that this prize is much more than an honor to me personally.

Every time I take a flight I am always mindful of the many people who make a successful journey possible, the known pilots and the unknown ground crew.

So you honor the dedicated pilots of our struggle who have sat at the controls as the freedom movement soared into orbit. You honor, once again, Chief (Albert) Lithuli of South Africa, whose struggles with and for his people, are still met with the most brutal expression of man's inhumanity to man.

You honor the ground crew without whose labor and sacrifices the jetflights to freedom could never have left the earth.

Most of these people will never make the headlines and their names will not appear in Who's Who. Yet the years have rolled past and when the blazing light of truth is focused on this marvelous age in which we live — men and women will know and children will be taught that we have a finer land, a better people, a more noble civilization — because these humble children of God were willing to suffer for righteousness' sake.

DR. MARTIN LUTHER KING
1929-1968

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.
I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.
I have a dream that one day every valley shall be exalted every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. 'This' is the faith with which I return to the south. With this faith we will be able to hew out of the mountain of despair, a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together.

. . . to pray together.

. . . to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country tis of thee, sweet land of liberty, of thee I sing. Land where my father died, every countryside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!
Let freedom ring from the curriceous peaks of California!
But not only that; let freedom ring from Stone Mountain of Georgia
Let freedom ring from every hill and molehill of Mississippi, From every mountainside, let freedom ring.

When we let freedom ring, from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last free at last thank God Almighty, we are free at last."

DR. MARTIN LUTHER KING, JR. —
THE MAN AND THE AMERICAN IDEAL

"History has thrust something on me which I cannot turn away." These were the words of Martin Luther, Jr. as he left Montgomery in 1956, following the successful boycott of the city's bus lines. They were also an expression of his acceptance of the role he would play for the next twelve years.

What was his role?

He was the symbol and the demonstrator of the power of an appeal to the conscience in moving men to deal with their fellowmen on a basis of freedom and equality for all.

He held up before the nation the ideals upon which it was founded, and inspired some of its people to rededicate themselves to making those ideals a reality for all of America's citizens.

He persuaded a number of Americans to get on with some unfinished business of democracy, to work to end discrimination and economic want.

He proved in America the truth in an idea expressed in America long before: that nonviolent disobedience of unjust laws can force a reluctant society to change its ways.

THE MAN — DR. MARTIN LUTHER KING, JR.

The Rev. Martin Luther King, Jr. was a man who constantly and consistently preached love and nonviolence throughout his years of leadership in the struggle for Civil Rights.

"Let no man drag you so low as to hate," he said many times.

". . . violence must not come from any of us, for if we become victimized with violent intents, . . . glorious dignity will be transformed into . . . gloomy catastrophe," he said after the successful desegregation of the Montgomery buses.

Dr. King was born in Atlanta, Georgia, January 15, 1929, into a family with a tradition of concern for civil rights. His mother's father, Rev. A. D. Williams, helped secure the first high school in Atlanta for Negroes. His father, Rev. M. L. King, Sr., was a leader in getting equal salaries for Negro teachers in Georgia.

Dr. King received a degree from Morehouse College in 1948, his Bachelor of Divinity degree from Crozer Theological Seminary, Pennsylvania in 1951, and his Ph.D. from Boston University in 1955. He was an outstanding scholar, and was elected president of the student body at Crozer.

Dr. King was ordained a minister by his father in 1947. In September of 1954 he accepted the pastorate of the Dexter Avenue Baptist Church, Montgomery, Alabama.

He won wide recognition late in 1955. On December 1 of that year, Mrs. Rosa Parks, a seamstress, refused to yield her seat on a Montgomery bus to a white man. She was jailed. Within five days Negroes of the city organized the Montgomery Improvement Association, and Dr. King was elected its president.

The boycott of the buses sponsored by the MIA was nearly one hundred percent effective in the 381 days it lasted. Dr. King and 70 of his followers were arrested and convicted of illegal boycott. Their convictions were appealed and overturned; the higher court held that the segregation laws of Alabama were unconstitutional.

In 1957, Dr. King and a group of Atlanta ministers formed the Southern Christian Leadership Conference. As a leader of this group he traveled throughout the United States explaining the goals of SCLC.

In June of 1963 he led a march of 100,000 down Woodward Avenue in Detroit. On August 28, 1963, he spoke near the end of a long day to over 200,000 people gathered near the Lincoln Memorial in Washington, D.C. The idea of a march on Washington in support of civil rights was more than twenty years old; it was revived by A. Philip Randolph and supported by James Farmer of CORE, Roy Wilkins of the NAACP, Whitney Young of the Urban League, and Martin Luther King, Jr. of the SCLC. Dr. King's speech crystallized many of the ideas presented that day. He recalled promises from the Declaration of Independence, the Constitution, and the Bill of Rights, and wove them into the theme, "I Have A Dream," that they might come true.

In 1964 he was awarded the Nobel Peace Prize.

In 1965 he led a march for voting rights from Selma to Montgomery, Alabama. In 1966 he was in Chicago, leading demonstrations there and in the city's white suburbs for better jobs, better housing, and better schools for Negroes.

In 1967 Dr. King spoke out against the war in Vietnam which he felt was contrary to the nonviolence he believed in, and crippling to the Civil Rights movement.

In March of 1968 he addressed a large gathering in Grosse Pointe High School. Later that month he was in Memphis, Tennessee, to support demands for official recognition of the garbage collectors' union. In April he returned to Memphis to prove that a nonviolent demonstration in support of the strikers was possible. He was shot April 4, 1968 as he stepped out onto the balcony of his motel room.

He is survived by his wife, the former Coretta Scott, whom he met when she was a student at the New England Conservatory of Music, and by their four children.

THE MAN AND THE VOICE OF HISTORY

Dr. King spoke of history. History can be an interaction between a time and a personality. In what kind of time did Dr. King go about his work?

At the time of his birth in 1929, the worst of the interracial violence which followed World War I had passed. The formal organization of the Ku Klux Klan which had spread organized racism across the country had become less firmly structured. But there had been no relaxation of the Jim Crow system of discrimination and segregation. In the North even in the few job areas where they had made some headway, Negroes had been pushed out of the more desirable jobs in industry and in federal employment by whites who resented their competition. As for the South, in 1944 Gunnar Myrdal had written, "Segregation is now becoming so complete that the white Southerner practically never sees a Negro except as his servant and in other standardized and formalized caste situations."

Nevertheless, the common problems faced by both races in the depression years had eased somewhat the tension between them. A twenty-year thaw, interrupted by some notable freezes, had opened identifiable fissures in the glacier of discrimination:

Franklin Roosevelt's Black Cabinet had involved Negroes in the making of policy. Negro workers included in the benefits of the Works Progress Administration and the Civilian Conservation Corps had learned that the government considered them entitled to a living wage; Negro scholars, through research grants, had put into print for other Negroes to read information about a black history in which they could take pride. Marian Anderson's 1939 concert at the Lincoln Memorial had rebuked publicly those who had denied her their hall and all that they represented.

Negroes increasingly had been included in CIO unions. Executive Order 8802 had moved against discrimination in defense plants. More than a million Negroes in the armed forces during World War II had proved their courage and effectiveness. Sharing those soldiers' and sailors' resentment at the discrimination in the homeland to which they returned, many white Americans had grown to feel that if the "master race" theory was wrong in Germany it was wrong in America. CORE had achieved certain successes in nonviolent resistance to discrimination in the North. Jackie Robinson had broken the color line in baseball. The 1948 order to end discrimination in the armed forces had been observed in the Korean War. Decision by decision, the Supreme Court had declared unconstitutional certain segregation laws affecting interstate travel and public eating places.

An increasing number of whites had accepted, as a proper part of American life, the inclusion of Negroes in the mainstream of citizenship. An increasing number of Negroes had begun to feel a greater pride in themselves and a greater anger toward those who continued to deny them their rights. Although for a period in the middle 1940's it had appeared that agitation by blacks and whites from the North for an immediate end to segregation in the South might lead to new outbreaks of violence, this agitation actually had marked the beginning of a more rapid advance against segregation.

In this climate black and white America had moved into the second half of the 20th century.

In 1954 the Supreme Court had handed down the decision on "separate but equal" schools.

In 1955 a tired seamstress refused to surrender her seat on a bus in Montgomery, Alabama, and a young minister began a course of action that was to take him from Montgomery to Memphis.

THE MAN AND HIS PREPARATION

How had Martin Luther King, Jr. prepared himself for the work he was about to undertake?

He had learned from his parents to resent and resist discrimination. He had learned from them also to respect himself and his abilities. He had used to the full his opportunities to get a good education. He had perfected his skill in speaking and writing. He had consciously chosen a profession through which he could effectively help his people. He had married a talented woman who shared and supported his intentions. He had made himself an ideal American: educated, a moral family man, a man of God, nonviolent, without fear.

THE MAN AND HIS ACCOMPLISHMENTS

What did Martin Luther King, Jr. accomplish?

The events connected with his name tell their own story: the Montgomery bus boycott; the Southern Christian Leadership Conference; the Prayer Pilgrimage to Washington for voting rights; the "battle" of Birmingham; the March on Washington; the Nobel Peace Prize; the march from Selma to Montgomery; the marches in Chicago; planned Poor People's March; the strike in Memphis.

During these same years, the Supreme Court ordered restaurants and waiting rooms in bus terminals desegregated; nonviolent sit-ins opened other public facilities to Negroes; the Interstate Commerce Commission forbade discrimination on interstate buses and trains, and in bus and railroad stations; 300 Southern cities agreed to some desegregation of public places and to some jobs for Negroes; Congress passed four Civil Rights bills and a Voting Rights bill; 3,000,000 Negroes registered to vote in the South.

Dr. King summarized his own achievements, in his own way:

"I'd like someone to mention . . . that Martin Luther King, Jr. tried to give his life serving others. I'd like for somebody to say that Martin Luther King, Jr. tried to love somebody."

"I want you to be able to say . . . that I did try to feed the hungry. I want you to be able to say that I did try in my life to clothe the naked. I want you to say . . . that I did try in my life to visit those who were in prison. And I want you to say that I tried to serve humanity. Say that I was a drum major for justice . . . Say I was a drum major for peace. I was a drum major for righteousness."

THE MAN AND HIS TIMES

In what ways did Martin Luther King, Jr. and the times in which he worked affect each other?

There have been other men in history whose greatness is measured in terms of both the challenges of their times and the prevailing attitude of the people in that time. This has always been a question throughout history: To what extent do the times make a great man and to what extent does a great man influence his time? In America, George Washington, Abraham Lincoln, Frederick Douglass, and Franklin Roosevelt are examples. Would each have been what he became in history had he lived at another time? Would the history of his time have been different had he not lived when he did and had he not been involved in making that history?

The same questions can be asked about Dr. King. Could he have moved people so effectively twenty years earlier? Ten years later? Would as much progress have been made in gaining civil rights had he not continually and forcefully prodded people to do better what he reminded them they ought to do? Would the current more militant mood have followed Dr. King's nonviolence if the nation had more willingly and completely put into practice what he preached?

The questions can be discussed to good purpose, but they cannot really be answered. The historical fact is that the nation is different and better than it otherwise would have been because Dr. Martin Luther King, Jr. lived when he did and because he worked tirelessly in his lifetime at making it different and better than it had been before.

For that reason, and for the ideal of citizenship he continues to represent, he is to be honored. For that reason we today — January 15 — commemorate his birthday.

Source: "I HAVE A DREAM..."
Dr. Martin Luther King, Jr.
Detroit Public Schools

A LASTING MEMORIAL TO THE MAN,

DR. MARTIN LUTHER KING, JR.

On October 19, 1983, the President of the United States signed a bill proclaiming the 3rd Monday in January, beginning in 1986, as Martin Luther King Birthday Celebration Day.

Another lasting memorial to Dr. Martin Luther King, Jr., may well be the development within students of a new understanding, appreciation, knowledge, and commitment: a genuine understanding of the circumstances out of which the present Civil Rights Movement has grown; an appreciation of Dr. King's concerns, his philosophy, his approach, and his successes; a knowledge of the current situation in the drive for Civil Rights; a commitment in relation to Civil Rights. Developing this kind of understanding, appreciation, knowledge, and commitment is not done in one lesson or in one day. It takes many class periods of carefully planned and carefully taught lessons.

Following are suggested activities for classroom use. They are varied in content and approach. To an extent they are developmental in sequence. The first suggestions may be used with Primary Unit pupils; they also may be used with older students as an introduction to more sophisticated study. Suggestions 4, 5, 6 and 7 may be used with middle and upper grade elementary students; they also may be used with older students. Teachers are encouraged to select from these suggestions those most appropriate and pertinent for the students they teach.

The suggestions are designed to pose a question or a situation, to stimulate students to study or to carry on research within a meaningful framework of concerns relevant to their own experience, and to encourage a discussion out of which students can form their own judgments. These judgments should be based on careful analysis of facts and information, rather than on opinion and emotion. Where opinions are used in developing understandings, the source of the opinion - whose opinion - should be established.

The teacher's proper role is that of educational guide who makes sure that all relevant facts are carefully considered. She/he is responsible for giving students the tools of research, analysis, and evaluation, for teaching them how to use the tools, and for helping them develop background out of which they can make up their own minds and reach their own conclusions. If the teacher takes a position, intellectual honesty requires that the position is identified and alternative possibilities are recognized.

SUGGESTIONS FOR CLASSROOM ACTIVITIES

1. Use the picture of Dr. Martin Luther King to generate an art project.

2. Discuss with students basic facts about Dr. King's life, his family, his activities, and his importance to the people of the United States.

3. Develop with students a display of posters naming and illustrating specific achievements in Civil Rights in Dr. King's lifetime.

4. Read with students a biography or other account of the life od Dr. King. Work with them to identify incidents in his life which were of outstanding importance. Plan a bulletin board or series of booklets illustrating these events with pupils' drawings or with photographs.

5. Develop with the class a filmstrip of the life and achievements of Dr. King, using pupils' drawings to illustrate events they have identified as significant.

6. Help students define a "civil right." Develop with students a list of the civil rights they feel all people should have.

7. Help students define "nonviolence." With the students, compile a list of nonviolent ways of calling attention to acts they consider unjust or unfair.

8. Read through with students some of Dr. King's speeches or letters, particularly his Letter From The Birmingham Jail. With them select sections which explain what his philosophy was in working for civil rights. Using these selections, assist students in writing a statement of their own which they feel summarizes Dr. King's ideas on how to work to right wrongs.

9. Help students identify the actions they might take in their own neighborhood which would carry on Dr. King's work. Help them evaluate each suggestion to see whether it agrees with his philosophy. Make a composite list of the accepted suggestions.

10. After they have read about the life and the accomplishments of Dr. King, ask students to write a statement they think one of Dr. King's children might write, telling why they feel their father should be honored by other children.

11. Have students read or listen to a recording of Dr. King's "I Have A Dream" speech. Discuss with them his specific "dreams." Encourage students to write speeches of their own on the theme, "I Have A Dream." Share with other students the best of these. Discuss their inclusions.

12. Have students read the Declaration of Independence and the preamble to the Constitution to find some of the rights of citizens Dr. King referred to in his speech.

13. On a map of the United States have students locate the cities in which Dr. King was active as a Civil Rights leader. Have them find out what he was protesting against and working for in each city. Ask students to develop a generalization of his activities based on the map and the information they gained about his purposes.

14. Help students define "discrimination." Develop with students a listing od of discriminatory laws and regulations being enforced in 1950. Develop another list of discriminatory practices which were common in 1950.

15. Develop with students a display of posters naming and illustrating specific achievements in Civil Rights in Dr. King's lifetime.

16. Have students role-play Rosa Parks' action which began the Montgomery bus boycott. Role-play the reactions of whites and Blacks in Montgomery. Discuss analytically why they would react in these ways. What in their backgrounds and earlier experiences would make them respond as they did?

17. Elicit from the students why the non-violent movement had such effectiveness against certain segregation laws and practices in the South.

18. Speculate with students on what Dr. King might be doing now had he lived.

19. Ask students to discuss or write out some of the ways in which they think the years since 1955 might have been different without Dr. King's leadership.

20. Read with students Thoreau's "Civil Disobedience." Analyze with them the ways Dr. King appears to have been influenced by it. Discuss with students how Dr. King could justify telling people to disobey some laws but to obey others. Talk with them about how he felt about accepting the consequences of his law-breaking - jail sentences and fines. Have students write out their own feelings about civil disobedience. What sort of laws, if any, should be disobeyed? What makes a law "fair"? What makes a law "unfair"? What are examples? What makes a law "good" or "bad"? How can laws be changed? Why should laws sometimes be changed? What are examples of laws that have been changed because of people's reactions to them?

21. Study with students the life of Mahatma Gandhi. Have students compare his life and work with Dr. King's. Discuss with them reasons for death by violence of two men who preached non-violence. What forces of reaction does a non-violent protest movement stimulate? Why? What could be done to forestall such reactions?

22. With students, make a listing of Nobel Peace Prize winners. Compare and contrast Dr. King with the others, particularly Ralph Bunche and Albert Luthuli. Have students write statements on why they think Dr. King was chosen. Role-play the presentation of the award to him, including a statement on why he was chosen. What did he do to promote peace? What did he do to bring about changes in society?

23. Develop with students a display of posters identifying other Civil Rights leaders and describing some alternative methods of furthering the Civil Rights movement and the specific achievement of each one.

24. Assist students in comparing and contrasting outstanding Civil Rights leaders. Have them list together those most similar in their outlook and approach.

25. Have students research the specific and different major provisions of the Civil Rights Bills of 1964 and 1968. List these provisions. What event probably led to the passage of the Bill of 1964? Of 1968?

26. Write up Dr. King's career as students think it might appear in a history text of 1999.

27. Ask students to write a prophecy of what will happen to Dr. King's "dream." Include suggestions as to what people can do to make it come true.

Source: "I HAVE A DREAM..."
Dr. Martin Luther King, Jr.
Detroit Public Schools

470

MARTIN LUTHER KING, JR.: A LIFELONG COMMITMENT

The life of Dr. Martin Luther King, Jr., reflects his total dedication to securing full and equal citizenship for all Americans.

OBJECTIVES: Students will relate Martin Luther King, Jr.'s goals to the goals upon which America was built.

Students will examine their present commitments to principles and ideals.

Students will plan fitting observances of the Martin Luther King, Jr. national holiday.

MATERIALS: Copies of Coretta Scott King's remarks at the Presidential signing of legislation establishing Martin Luther King Day
Newsprint and markers

TIME: 1 class period

PROCEDURES:

1. Distribute to students copies of Coretta Scott King's remarks at the presidential signing of legislation to establish the King National Holiday (see reverse).
2. Ask students to think about Mrs. King's statement that Martin Luther King, Jr. "symbolized what was right about America."
3. Introduce to students the titles of two books written by Dr. King: *Stride Toward Freedom* and *Strength to Love*. Place one book title at the top of each of two sheets of newsprint.
4. Ask students to use the book titles as categories to discuss Dr. King's life and to relate his life to what is "right about America." Considering the title *Stride Toward Freedom*, students may respond, for example, that efforts by Dr. King to secure equal employment, education and housing exemplify America's commitment to "liberty and justice for all." Or in relation to the title *Strength to Love*, students may connect Dr. King's constancy of purpose, even amidst life-threatening conditions, to the words of *America* which he quoted, "...sweet land of liberty, of thee I sing."
5. Explain that a closer look at a national hero's commitment can set the tone for a person to examine one's own commitments.
6. Ask students to reflect on the ideals and principles to which they feel truly committed. Students may state, for example, their commitments to family, to friends, to avoiding drugs, to staying in school.
7. Ask students to consider which of these will most likely be lifelong commitments and which commitments they would maintain under life-threatening circumstances.
8. Refer students back to Coretta Scott King's words at the declaration of the national holiday. Remind students that Mrs. King, in such powerful and so few words, summed up Dr. King's historic contribution to America.
9. Explain that some people use national holidays as times to sleep late, to travel, even to watch extra television programs, and never reflect on the reason for the holiday.
10. Ask students to list three ways in which they might suitably observe the Martin Luther King, Jr. holiday. Have students share their suggestions with the class and together compile a list of a dozen or more possible ways to pay tribute to Dr. King on the national holiday.
11. Circulate the suggestions to other teachers and classes.

Remarks by Coretta Scott King at the Presidential signing of legislation establishing Martin Luther King, Jr. Day.

> *"All right-thinking people, all right-thinking Americans are joined in spirit with us this day as the highest recognition which this nation gives is bestowed upon Martin Luther King, Jr.*
>
> *"In his own life example, he symbolized what was right about America, what was noblest and best, what human beings have pursued since the beginning of history.*
>
> *"He was in constant pursuit of truth and when he discovered it, he embraced it. His nonviolent campaigns brought about redemption, reconciliation and justice.*
>
> *"May we make ourselves worthy to carry on his dream and create the love community."*

Source: MARTIN LUTHER KING, JR. RESOURCE GUIDE - 1985
New York Department of Education

LIST OF RESOURCES BY AND ABOUT MARTIN LUTHER KING, JR.

FOR ELEMENTARY GRADES

1. Behrens, June. Martin Luther King, Jr., The Story of a Dream, Children's Press, Chicago, 1979. Grade 1-4.
2. Clayton, Edward. Martin Luther King: Peaceful Warrior, Prentice-Hall, Englewood, N.J., 1969. Grade 4-6.
3. DeKay, James T. Meet Martin L. King, Jr. Random House, New York, 1969 Grades 3-6.
4. Faber, Doris & Howard. The Assassination of Martin L. King, Jr., Watts Pub. Co., New York, 1978.
5. Haskins, James. The Life and Death of Martin L. King, Jr., Lothrop Publishers, 1977. Grade 5 and up.
6. Preston, Edward. Martin L. King: Fighter For Freedom, Doubleday, New York, 1970. Grade 7-8.
7. Wilson, Beth P. Martin Luther King, G.P. Putnam, N.Y., 1971. Grade 1-3.

FOR SECONDARY STUDENTS AND ADULTS

1. Bennett, Lerone. What Manner of Man, Johnson Publishing Co., Chicago, 1964.
2. EBONY Magazine Staff Editors. Martin Luther King, Jr., 1929-1968. (Ebony Picture Biography Series), Johnson Publishing Co., Chicago, 1968.
3. Garrow, David J. The F.B.I. and Martin Luther King, Jr., Norton, 1981.
4. King, Coretta Scott. My Life With Martin Luther King, Jr.
5. Lewis, David L. King: A Biography, University of Chicago Press (2nd ed.), 1978.
6. Smith, Ervin. The Ethics of Martin L. King, Jr. (Studies in American Religion, Vol. 2), E. Mellen Publishers, 1982.

BOOKS BY MARTIN LUTHER KING, JR.

1. Stride Towards Freedom, Harper and Row, New York, 1958.
2. Strength to Love, Harper and Row, New York, 1963.
3. The Measure of Man, The United Church Press, Philadelphia, 1968.
4. Where Do We Go From Here: Chaos or Community?, Harper and Row, New York, 1967.
5. Why We Can't Wait, Harper and Row, 1964.
6. Trumpet of Conscience, Harper and Row, New York, 1968.

Source: Penna. Dept. of Ed.

APPENDIX B

CONTRIBUTING SCHOOL DISTRICTS

MARTIN LUTHER KING, JR. ★ FEDERAL HOLIDAY COMMISSION

Living The Dream Pledge

In honor of Martin Luther King, Jr.'s life and work, I pledge to do everything that I can to make America and the world a place where equality and justice, freedom and peace will grow and flourish.

On January , 19 , I, ______________________________
(Name)
commit myself to living the dream by:

Loving, not hating
Showing understanding, not anger
Making peace, not war

Address______________________________

Please Check Age Group: Under 18 ☐ 18-35 ☐ 36-55 ☐ Over 55 ☐

Be a part of history. Sign and mail the pledge card which will be kept in the archives of The King Center, our national memorial to his life and legacy.

The Race Desegregation Assistance Center of the University of Pittsburgh (Forbes Quad 5R25) would appreciate your cooperation in completing the **Living the Dream Pledge Card** in honor of Martin Luther King, Jr. The pledge card will be placed in the archives of The King Center. Please return the completed card to The Pitt News (4th floor, Student Union).

DELAWARE

District	Superintendent	Mailing Address	Telephone
Brandywine	Dr. Frank J. Furgele	Pennsylvania Ave. Claymont, DE 19703	(302)792-3800
Christina	Dr. Michael W. Wallace	83 E. Main St. Newark, DE 19711	(302)454-2000
Colonial	Ray W. Christian	Blount Rd. New Castle, DE 19720	(302)323-2700
Red Clay	Dr. Joseph Johnson	1400 Washington St. Wilmington, DE 19801	(302)651-2600

PENNSYLVANIA

District	Superintendent	Mailing Address	Telephone
Aliquippa	Orlando Lash	Harding Ave. Aliquippa, PA 15001	(412)857-7506
Allentown	Dr. William Stoutenburg	31 S. Penn St. Allentown, PA 18105	(215)820-2211
Clairton	Francis J. Holleran	Clairton High School Clairton, PA 15025	(412)233-9200
Coatesville	Dr. Henry J. Hoerner	1515 E. Lincoln Coatesville, PA 19320	(215)383-7900
Duquesne	Robert E. Capone	High School Bldg. South Duquesne, PA 15110	(412)466-5300
E. Allegheny	Dr. Richard Napolitan	1150 Jacks Run Rd. N. Versailles, PA 15137	(412)824-8012
Erie	Dr. Raymond Dombroski	1511 Peach St. Erie, PA 16501	(814)871-6370
Farrel	John G. Sava	Roemer Blvd. Farrel, PA 16121	(412)346-6585
Gateway	Dr. Wayne Doyle	Mosside Blvd. Monroeville, PA 15146	(412)372-5300
Gr.Johnstown	Dr. Levi B. Hollis	220 Messenger St. Johnstown, PA 15902	(814)539-8731
Harrisburg	Donald M. Carroll Jr.	P. O. Box 2645 Harrisburg, PA 17105	(717)255-2500
New Kensington-Arnold	Dr. Theodore F. Sluser	Rt. 56 at Seventh New Kensington, PA 15068	(412)335-8581
Penn Hills	Dr. Joseph Saeli	12200 Garland Dr. Pittsburgh, PA 15235	(412)793-7000
Philadelphia	Dr. Constance Clayton	21st at Parkway Philadelphia, PA 19103	(215)299-7823
Pittsburgh	Dr. Richard C. Wallace	341 S. Bellefield Pittsburgh, PA 15213	(412)622-3600
Pottstown	Dr. Ray E. Feick	Beech & Penn St. Pottstown, PA 19464	(215)323-8700

SE Delco	William Donato	Box 328 Primos Ave. Folcroft, PA 19032	(215)522-4328
Uniontown	Dr. William Smodic	23 E. Church St. Uniontown, PA 15401	(412)438-4501
Wilkinsburg	Dr. Walter Davis	718 Wallace Ave. Wilkinsburg, PA 15221	(412)371-9667
William Penn	Dr. Phillip S. Esbrandt	Bell Ave. & Macdade Blvd. Yeadon, PA 19050	(215)284-8009
Woodland Hills	John Dunlap	2430 Greensburg Pike Pittsburgh, PA 15221	(412)731-1300

APPENDIX C

CONTRIBUTING EDUCATORS

CONTENTS BY GRADE LEVEL

Page	Grade	Contributor	School District
	Elementary		
5	K-Sp Ed	Sands, L	Brandywine,DE
8	K	Rubino/Godlesky/Lovejoy	East Allegheny, PA
12	K	Sabol, L	Erie, PA
25	K	Conard, K	Harrisburg, PA
26	K	Johnson, F	Pittsburgh, PA
27	K	Schurman, S	Pittsburgh, PA
28	K-2	Whann/Shaw	Christina, DE
31	K-4	Isaacman, B	Harrisburg, PA
33	K-6	Bacon, C	Aliquippa, PA
36	K-6	Wilson, R	Wilkinsburg, PA
37	K-6	Clegg, R	William Penn, PA
38	K-6	Nurry, B	William Penn, PA
39	Pre-1	Campbell, R	Coatesville, PA
41	1	Harrar, M	Brandywine, DE
46	1	Turuluski, S	Christina, DE
49	1	Hadley, D	Coatesville, PA
51	1	Young, B	Coatesville, PA
57	1	Andrews, C	Duquesne, PA
58	1	Team	East Allegheny, PA
60	1	Vucic, R	Gateway, PA
61	1	Wright, Mrs.	Harrisburg, PA
65	1	Jones, J	Uniontown, PA
66	1	Dantzler, D	Uniontown, PA
70	1-3	Burke, M	Christina, DE
71	2	Peaco, J	Brandywine, DE
85	2	Curtis, et al.	Brandywine, DE
87	2	Markley, E	Christina, DE
94	2	Weiler, M	Christina, DE
97	2	Petro, N	Coatesville, PA
99	2	Greer, R	Duquesne, PA
101	2	Team	East Allegheny, PA
102	2	Silva, A	Erie, PA
105	2	Galica, T	Pittsburgh, PA
106	2	Team	Pittsburgh, PA
107	2	Turner, B	Wilkinsburg, PA
108	2	Herrman, K	William Penn, PA
112	3	Burt, L	Brandywine, DE
118	3	Laws, J	Brandywine, DE
120	3	Vansant, V	Brandywine, DE

122	3	Allen, et al.	Christina, DE
125	3	Reed/Allen	Christina, DE
127	3	Brooks, et al.	Christina, DE
135	3	Sassaman, C	Christina, DE
136	3	Bush, A	Duquesne, PA
139	3	Team	East Allegheny, PA
140	3	Dutrieville, Ms	Harrisburg, PA
144	3	Givler, D	Harrisburg, PA
146	3	Vishnesky, C	Harrisburg, PA
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152	4	Greve, M	Brandywine, DE
154	4-Sp Ed	Mayo, C	Brandywine, DE
159	4	Booth, L	Christina, DE
172	4	Brown, M	Christina, DE
173	4	Moore, R	Christina, DE
176	4	Pyle, D	Christina, De
178	4	Lewis, E	Coatesville, PA
179	4	Mayo, M	Coatesville, PA
181	4	Daley, N	Duquesne, PA
182	4	Weber, K	East Allegheny, PA
186	4	Evanoff-McGeorge, M	Erie, PA
189	4	Cromie, N	Gateway, PA
190	4	Wiley, E	Harrisburg, PA
195	4	Heard, R	Wilkinsburg, PA
199	4	Howard, E	Wilkinsburg, PA
200	4-5	Holley, R	Pittsburgh, PA
202	5	Fox, H	Brandywine, DE
204	5	Sudler, B	Colonial, DE
208	5	Collado, M	Coatesville, PA
209	5	Capuzzi, F	Duquesne, PA
210	5	Matthews, S	East Allegheny, PA
211	5	Retzer, M	East Allegheny, PA
213	5	Team	Greater Johnstown, PA
214	5	Engelhardt, M	Pittsburgh, PA
215	5	Eisenstein, G	William Penn, PA
223	6	Phoenix, H	Christina, DE
226	6	Muro, S	Clairton, PA
227	6	Kamauf, T	Duquesne, PA
229	6	Morocco, W	Farrell, PA
231	6	Burney, T	Gateway, PA
233	6	Murphy, Ms	Pittsburgh, PA

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235	6-8	Thomas, D	Gateway, PA
236	6-8	Reed/Medved	Pittsburgh, PA
240	7	Metz/Carney/Matthews	Gateway, PA
241	7	Mielnicki, L	Pittsburgh, PA
242	7-8	Bowie, D	Allentown, PA
249	7-8	Sabol, J	East Allegheny, PA
251	7-8	Trust, D	Pittsburgh, PA
252	8	Arasim, S	Talley, DE
253	8	Corpening, M	Harbor, DE
255	8	McNamee, F	Talley, DE
256	8	Robol, C	Talley, DE
258	8	Abaldo, T	SE Delco, PA
259	8	Bradley, H	SE Delco, PA
260	8	McHenry, D	Valley, PA
263	8	Bryant, L	Pittsburgh, PA
265	9	Guba, G	Clairton, PA
266	9-11	Evans, J	Claymont, DE
268	9-11	Lennon, D	Duquesne, PA
269	9-12	Social Studies Dept.	Christina, DE
270	9-12	Special Education	Christina, DE
273	9-12	Swann, B	Red Clay, DE
277	9-12	Rowe, L	Gateway, PA
281	9-12	Dyas, C	Pittsburgh, PA
289	9-12	Henderson, R	Pittsburgh, PA
295	9-12	Bowman, S	Woodland Hills, PA
306	9-12	Todd, H	Woodland Hills, PA
307	10-12	English Dept.	Christina, DE
310	10-12	Murphy/Hrabek	Penn Hills, PA
311	10-12	Chandler/Modic/Kuczek	Pittsburgh, PA
312	11	Dukes, R	Brandywine, DE
314	11	Stephenson, J	Gateway, PA
316	11	Stillwagon, K	Gateway, PA
317	11-12	Jordon, R	East Allegheny, PA

General Suggestions/Projects

Elementary

319	Givens, J.	Red Clay, DE
319	Hagarty, E	Red Clay, DE
322	Reed, P.	Red Clay, DE
323	Williams, C	Red Clay, DE
323	Garrett, H	Pittsburgh, PA
323	Wauer, Mrs.	Pittsburgh, PA
324	Pollack, P	Pittsburgh, PA
325	Clegg, R	William Penn, PA
326	Hay, J	Woodland Hills, PA
326	Cusick	Woodland Hills, PA

Secondary

327	DiBlassio, R	Red Clay, DE
327	Muro, S	Clairton, PA
331	Bevil, R	E. Allegheny, PA
331	Violi, C	E. Allegheny, PA
332	West, L	E. Allegheny, PA
333	Schwerger, W	Gateway, PA
337	Faculty	Gateway, PA
340	Osley, L	Pittsburgh, PA
348	Physical Education Dept.	Pittsburgh, PA

District

349	Murphy/Hrabek	Penn Hills, PA
349	Heydt	Pottstown, PA

ABOUT THE EDITORS

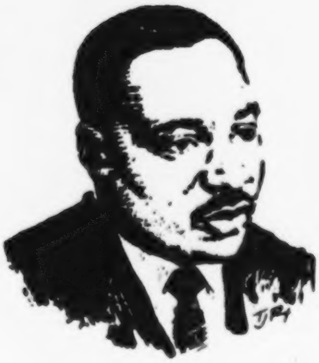
Ogle Burks Duff

Ogle Burks Duff, director of the University of Pittsburgh Race Desegregation Assistance Center and Associate Professor in the School of Education, has been a classroom teacher of English, a supervisor, and university professor and administrator. Her education includes: a B.S. in Education from West Virginia State College Institute, West Virginia; a master's degree in English from Marshall University, Huntington, West Virginia; and a Ph.D. in Secondary Education and English from the University of Pittsburgh.

A frequent lecturer on the national educational circuit, she has conducted research on Black literature, multicultural English curriculum, and school desegregation. The need for materials to provide children with a sense of the significance of Martin Luther King, Jr. as a national and international leader led to the decision to develop this Handbook of Activities.

Suzanne Bowman

Suzanne Bowman is a Doctoral candidate in Language Communications at the University of Pittsburgh, with certifications in Elementary Education, Reading Specialist, and Reading Supervisor. Ms. Bowman's background includes teaching in the Churchill/Woodland Hills School Districts for the past 12 years as an elementary teacher and Reading Specialist, as well as teaching college and adult reading for Allegheny County Community College. She has been a presenter and panelist at local and state conferences in the areas of Peer Tutoring (patterned from an original program she initiated and supervised), and vocabulary development as related to reading comprehension. Ms. Bowman instituted a multicultural reading curriculum for her classes at Churchill High School which led to her interest and participation in the development of this Handbook of Activities.



I have a dream
That one day
This nation will rise up
And live out the true meaning of its creed:
"We hold these truths to be self-evident,
That all men are created equal."

I have a dream
That one day
On the red hills of Georgia
The sons of former slaves
And the sons of former slave-owners
Will be able to sit down together
At the table of human brotherhood.

I have a dream
That one day
Even the State of Mississippi,
A state sweltering with the heat of oppression,
Will be transformed
Into an oasis of freedom and justice.

I have a dream
That my four little children
Will one day live in a nation
Where they will not be judged
By the color of their skin
But by the content of their character.

I have a dream
That one day
Every valley shall be exalted,
Every hill and mountain shall be made low,
The rough places will be made plain,
And the crooked places will be straight,
And the glory of the Lord shall be revealed
And all the flesh shall see it together.

This is our hope.

– MARTIN LUTHER KING, JR.
Born: January 15, 1929